

## Equality objectives – to review September 2025

### **Overall Target**

To actively encourage positive attitudes towards those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation) and to meet their needs.

### **Intended Impact**

Atlas Academy is fully inclusive and there is equality of opportunity and access for all.

<b>Action</b>	<b>Success Criteria</b>	<b>Impact</b>
Publish and promote the Equality Plan through the school website, newsletter and staff meetings. – develop staff awareness through staff meetings. Regular consultation such as parent awareness of Equality Scheme in annual survey	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan	Ensuring that all community members are consulted and encourage those affected by inequalities in future decisions.
Monitor data collections on pupils, staff and parents who may have disabilities or possible identified categories relating to the Single Equalities Policy.	Data is used effectively to ensure that no pupils, parents and staff are disadvantaged.	No pupil, parent or staff are disadvantaged.
To continue to actively promote positive attitudes towards others and awareness of equality and diversity.	Opportunities are seized to enrich multicultural and multi-faith education British Values are promoted Issues of identity, equality, racism, rights and responsibilities are explored with the children	Children treat others with dignity and respect and understand the effects of discrimination.

## Unity through Diversity

To continue to ensure equality of access for pupils, parents and visitors.	All have access to the school site (reasonable adjustments are made where necessary) School documentation is produced in an accessible format (where needed)	Atlas Academy is accessible for all.
To promote positive attitudes towards diverse families and home situations.	School representative attends appropriate training Training disseminated to all staff. Staff include diversity / prejudice awareness in teaching	Children understand and value the diversity that surrounds them and challenge prejudice and stereotyping.
To continue to make all enrichment activities accessible (eg extracurricular activities and sporting events)	All pupils participate in all activities across the curriculum (reasonable adjustments are made where necessary) Disabled pupils are offered the opportunity to represent the school (eg at SEND festivals / the Ability Games) Disabled pupils attend all trips, visits and residential	All pupils' needs are met and all take as full a part as possible in the activities of the school.
To continue to work well in partnership with all parents.	Positive relationships exist with all parents (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage) Parent feedback is sought and considered (e.g. meetings, surveys)	All parents feel supported and included in the life of the school and their children's learning.
To review SRE policy in light of the Equality Act	Scheme of Work and content to be taught in SRE lessons is reviewed to ensure compliance with the Equality Act 2010.	The SRE policy is consistent with our Equality Policy.
Promote understanding and respect for differences.	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics etc as an opportunity to explore other cultures.	Greater understanding and respect for differences. The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training