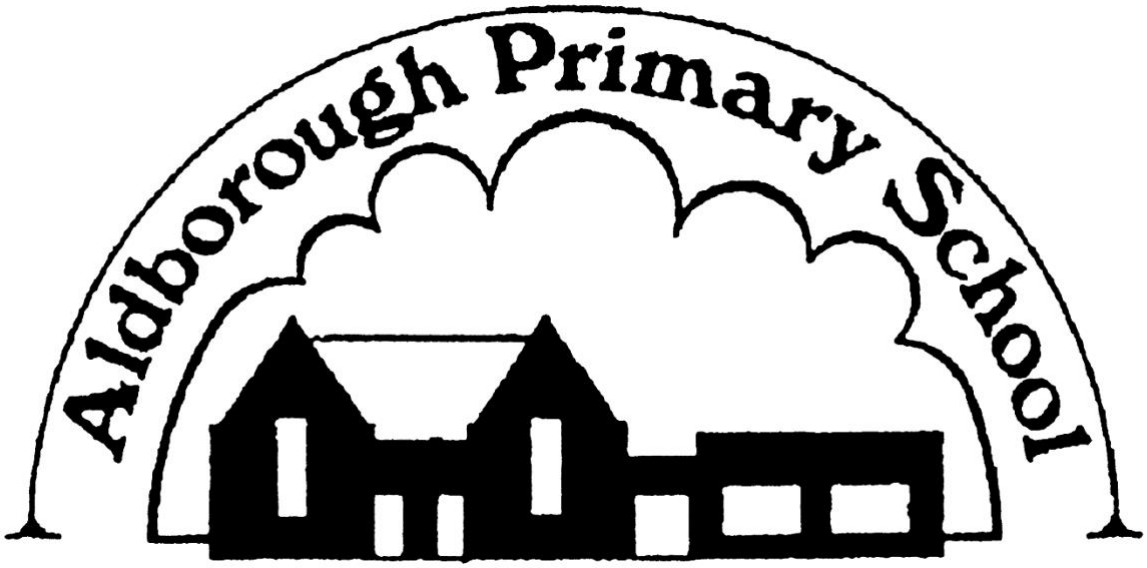

Equality Act 2010

Our equality objectives

Spring 2026

Contents

		Page
1.	**Introduction**	2
2.	**The legal context**	3
3.	**Norfolk's diverse population & our school community**	3
4.	**Issues that our objectives take into account**	3
5.	**Our objectives**	4
6.	**Monitoring & governance**	4

1. Introduction

i) Aldborough Primary School has a statutory duty to publish one or more equality objectives at least every four years by the 6 April each year. This document sets out our five equality objectives for 2026 – 2030.

ii) The objectives seek to put key building blocks in place, to promote equality and accessibility across our school community. We have identified these objectives based on a range of evidence about the key issues for our school. Every four years, we review this evidence, and update our objectives accordingly. For more information about this evidence see below.

iii) A theme running through our objectives is to maintain dialogue with pupils, families, staff and governors, to ensure we remain aware of any emerging issues and can address these effectively.

iv) As well as setting out our objectives, this document summarises the legal context for equality and the issues informing our objectives.

2. The legal context

i) Schools have a statutory duty under the Equality Act 2010 to pay 'due regard' to the following when exercising public functions:

- Eliminate discrimination, harassment and victimisation and other prohibited conduct;
- Advance equality of opportunity for people with protected characteristics[i];
- Foster good relations between people who share a relevant protected characteristic and people who do not share it.

ii) The Act also requires schools to:

- Publish equality objectives that are proportionate, specific and measurable.
- Report annually on progress.
- Publish a school accessibility plan.

3. Norfolk's diverse population & our school community

Norfolk is the fifth largest shire county in England with 940,400 residents. Norfolk's diverse communities are interwoven into the county's history, spanning hundreds of years. For more information see Norfolk Insight.

The diverse population of our school

Our school community has its own unique make up (all figures from 2026):

- 6.4% of pupils are from a minority ethnic group (BME)
- 12.8% of pupils fall within Pupil Premium
- 98.4% of pupils have English as a first language
- 2.4% of pupils have an Education Health Care Plan
- 16% of pupils have SEND (Special Educational Needs and Disabilities)

The profile of our workforce and the governing body

Aldborough School is a small rural primary school of approximately 125 which comprises of 72 boys and 53 girls. There is a gender imbalance within the staff of 7 males and 15 females (this includes administration, catering staff, premises and ASC staff). Some of the staff are part time. There are eight female governors and six male governors.

4. Issues that our objectives take into account

Our equality objectives address the following issues:

- Like many areas of the country, Norfolk saw an increase in racial tension and hate incidents following the EU referendum. This has stabilised to a 'new normal' with right wing attacks continuing to increase. This 'new normal' is a concern, which is why we have continued to prioritise work to build a school culture that respects and values difference in our community.

- There is an imperative to ensure that access for disabled children and children with special educational needs is integrated into day-to-day practice at the school. This is a major issue because Norfolk has a higher number of disabled people than other parts of the country and increasing numbers of disabled young people.

- Accessibility is sometimes challenging because there is a perception that increased accessibility means increased costs. However, we strongly believe that forward planning can create many opportunities to embed good accessibility across our school community, to make good accessibility 'the norm'.

5. Our equality objectives for 2026-2030

Our objectives are:

A. To ensure all children, regardless of disadvantage or disability, are happy, healthy and achieve the most they can.
B. To narrow the gaps in performance of disadvantaged children or those with disabilities.
C. To ensure that the emotional well-being of our children and staff is an intrinsic part of the education offered at Aldborough, ensuring all achieve across the curriculum.
D. To ensure that the school community, including children, staff, parents, volunteers and governors feel free from discrimination and stereotyping; the children are aware of the causes and consequences.
E. To ensure that the children understand the importance of treating all people as individuals, regardless of: sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, age, disability, marriage and civil partnership.

Our action plan on the next page sets out more information.

6. Monitoring & governance arrangements

i) Our Governing Body is responsible for monitoring delivery of our objectives every four years.

ii) The date of the next formal review of these objectives is Spring 2030.

Our Equality Objectives for 2026-2030

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
A To ensure all students, regardless of disadvantage or disability, are happy, healthy and achieve the most they can.	Identify the barriers to learning for all disadvantaged pupils. Share disadvantaged pupil data with all staff that work with individuals Ensure appropriate provision is in place to address barriers to learning for every identified pupil Effective work with external agencies including SEMH team to ensure that provision is centred around the child and families effectively to meet their needs. Ensure pupil premium funding is deployed effectively to raise pupil's outcomes	Autumn 2026	Data to show that disadvantaged pupils are making good or better progress from starting points and that they are making progress in line with national expectations. Termly PP meeting to share pupil data, highlight specific pupils, and discuss appropriate intervention. Provision maps are fluid and change to meet the needs of pupils. Provision adapted due to the advice of other professionals and the needs of the children. Pupil Premium Action Plan targets reviewed termly to ensure that milestones are being met.	Head teacher/ Class teachers/ SENCO

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
B To narrow the gaps in performance of disadvantaged pupils or those with disabilities.	Ensure appropriate provision is in place for all pupils with SEND. Work with external agencies to ensure pupils' individual needs are met. Ensure SEND funding is used to support pupils with SEND	Summer 2027	Data shows pupils with SEND are making good progress from their starting points. Links with external agencies are strong and additional support is in place where needed. SEND funding is used to support pupils identified as having SEND and pupils' needs are met	Head teacher / SENCO
C To ensure that the emotional well-being of our children and staff is an intrinsic part of the education offered at Aldborough, ensuring all achieve across the curriculum.	Appropriate provision is in place to address children's emotional well-being. Range of barriers are identified and dealt with • Loss and bereavement • Self-esteem • Social skills • Emotions • Friendship issues • Relationships • Anger Management • Behaviour • Anxiety • Bullying Pupils with barriers to their emotional wellbeing make progress in line with their peers	Summer 2027 / ongoing	Barriers to learning are reduced and children report that they are happy children in school and at home Staff and parents have a good understanding of the referral route. Monitoring and pupil surveys identify barriers to learning and gaps in provision. These are shared with staff and relevant training partners. Data shows identified pupils are making at least expected progress and are in line with their peers.	Head teacher / ELSA/ SEMH team

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
D To ensure that the school community, including children, staff, parents, volunteers and governors feel free from any form of discrimination and stereotyping; the children are aware of the causes and consequences.	Staff well-being questionnaire to address issues relating to discrimination and stereotyping. Questionnaires for parents, staff, governors and volunteers every four years to address issues relating to discrimination and stereotyping. RSE curriculum used to address these issues directly National and international dates celebrated to learn about diversity around the world. Any incidents of discrimination or stereotyping closely monitored.	Spring 2027/ ongoing	Parent, staff, volunteer and governor questionnaires show that the adults feel safe in school and free from stereotyping and discrimination. RSE curriculum ensures that pupils have a clear understanding of discrimination and stereotyping and that racist or homophobic language is not appropriate and understand how to report and challenge it. Pupil surveys show that pupils feel safe in school and free from stereotyping and discrimination.	Head teacher Class teachers RSE coordinator Governors (parent questionnaire)

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
E To ensure that the children understand the importance of treating all people as individuals, regardless of: sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, age, disability, marriage and civil partnership.	RSE curriculum used to address these issues directly Values of the school used in assembly to address issues of individuality. Visiting speakers to highlight specific characteristics i.e. visiting midwife, vicar.	Spring 2027	RSE curriculum ensures that pupils have a clear understanding of individuality and protected characteristics. RSE discussions and pupil voice through school council show that pupils feel safe in school and free from discrimination. Learning walk monitoring show that individuality is reflected in displays, books, and children's work.	Head teacher Class teachers RSE coordinator

[i] The characteristics protected under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation