

Equality Objectives 2025–2029

Living life in all its fullness – John 10:10

Purpose and Context

Ashton Keynes CE Primary School is committed to ensuring that every child is known, valued, included and enabled to flourish. Our Christian vision, “Life in all its fullness” (John 10:10), underpins our commitment to equality, dignity, belonging and opportunity for every member of our school community.

Our equality objectives for 2026–2030 have been developed in response to the needs of our school community. Academic outcomes for pupils are strong; therefore, our equality priorities focus particularly on removing barriers to wellbeing, inclusion, participation and access for pupils who may experience disadvantage because of disability, SEND, neurodiversity or mental health and emotional wellbeing needs.

The objectives complement the school’s wider improvement priorities and will be monitored through the school’s self-evaluation, safeguarding, SEND, attendance, behaviour, curriculum and pupil voice processes.

Our Equality Principles

- Equality does not always mean treating everyone in exactly the same way; it means identifying and removing barriers so that everyone can participate and flourish.
- We will make reasonable adjustments and provide appropriate support where a pupil’s needs require this.
- We will promote an inclusive culture in which difference is respected and every child experiences belonging.
- We will listen to pupil and parent/carers voice when identifying barriers and evaluating the impact of our actions.
- We will use evidence and relevant school data to identify inequalities, monitor progress and evaluate impact.
- Our approach applies across the protected characteristics set out in the Equality Act 2010 and reflects the particular needs of our school community.

Equality Objective 1 – Mental Health and Emotional Wellbeing

Objective: To ensure that all pupils, including those experiencing mental health or emotional wellbeing difficulties, have equitable access to support that enables them to feel safe, valued, included and able to participate fully in school life.

Rationale: Some pupils may experience barriers to learning and participation as a result of anxiety, emotional distress or other wellbeing needs. Equality of opportunity requires the school to identify barriers early and provide proportionate, timely support.

Key actions

- Strengthen whole-school approaches to emotional wellbeing, regulation and resilience.
- Ensure staff understand routes for identifying and responding to emerging mental health and wellbeing needs.
- Ensure pupils know trusted adults and how to access support.
- Use appropriate reasonable adjustments and individualised support where wellbeing needs create barriers to participation.
- Use pupil voice to evaluate whether pupils feel safe, listened to, respected and supported.
- Engage pupils via pupil leadership e.g. Pupil Wellbeing ambassadors and '5 Ways to Wellbeing'
- Ensure trained senior Mental Health lead
- Ensure trained ELSA team with LA supervision available in school
- Ensure wellbeing Governor

Success criteria / evidence

- Pupil wellbeing/pupil voice information demonstrates that pupils know where to seek help and feel supported.
- Evidence that identified pupils have appropriate support or adjustments in place.
- Monitoring shows improved or sustained participation for pupils receiving wellbeing support.
- Attendance, behaviour and safeguarding information is reviewed for patterns that may indicate barriers to equality.
- Parent/carer and pupil feedback informs review and refinement of provision.

Equality Objective 2 – SEND, Autism (Neurodivergence) and High Levels of Need

Objective: To remove barriers to learning, participation and belonging for pupils with SEND, with a particular focus on autistic pupils and pupils with high levels of need, through high-quality reasonable adjustments, inclusive practice and increased staff expertise.

Rationale: Pupils with SEND, including autistic pupils, may require adjustments to communication, environment, sensory demands, transitions, regulation and curriculum access. The school will proactively identify and reduce such barriers.

Key actions

- Develop and regularly review individual pupil profiles/passports and reasonable adjustments.
- Strengthen staff understanding of autism, sensory needs, communication and regulation.
- Use a graduated approach to assess, plan, do and review provision.
- Audit classroom and whole-school environments for sensory, communication and accessibility barriers.
- Ensure pupils with high levels of need are included, wherever reasonably practicable, in learning, collective worship, trips, clubs, performances, sport and leadership opportunities.
- Work collaboratively with parents/carers and relevant professionals.

Success criteria / evidence

- Reasonable adjustments are consistently evident in classroom and wider school practice.
- Staff training and professional development reflect identified SEND priorities.
- SEND pupil voice indicates increased feelings of belonging, safety and access.

- Participation in enrichment and wider school life is monitored and barriers are addressed.
- Reduced incidents of avoidable exclusion from learning or activities because of unmet needs.
- SEND provision is evaluated through learning walks, book/work scrutiny, pupil voice and provision reviews.
- Staff and families working together to provide joined up support for the pupils identified and signpost support or multi agency support for families as required

Equality Objective 3 – Belonging, Participation and Opportunity

Objective: To ensure that every pupil has equitable access to the full range of educational, cultural, spiritual, sporting, leadership and enrichment opportunities available at Ashton Keynes CE Primary School, so that all pupils can experience “Life in all its fullness”.

Rationale: Equality is about access to opportunity as well as academic outcomes. The school will identify whether disability, SEND, wellbeing needs, disadvantage or other barriers affect participation in the wider life of the school.

Key actions

- Monitor participation in clubs, trips, residential opportunities, performances, sporting activities, pupil leadership and enrichment.
- Develop our AKPS vulnerability tracker to capture ongoing or potential needs and all staff to be aware and contributing
- Identify pupils or groups who are under-represented and explore the reasons for this. (AKPS Vulnerability tracker)
- Consider accessibility, cost, communication, sensory needs, physical access and emotional wellbeing when planning activities.
- Ensure development of a sensory space
- Ensure pupil leadership opportunities are accessible to pupils with a range of strengths and needs (via AKPS Vulnerability tracker)
- Embed respect for difference, empathy and inclusion through the curriculum, collective worship and school culture.
- Respond appropriately to prejudice-related incidents, bullying and discrimination.

Success criteria / evidence

- Participation data is reviewed at least annually and informs action.
- Identified barriers are recorded and addressed.
- Pupil voice demonstrates a strong sense of belonging and opportunity.
- Curriculum and collective worship monitoring demonstrates explicit promotion of dignity, respect and inclusion.
- Equality-related incidents are recorded, responded to and reviewed for patterns.
- Pupils can identify ways in which the school helps everyone to belong and flourish.

Monitoring and Governance

Area	Monitoring	Responsible
Mental health and wellbeing	Pupil voice; wellbeing information; attendance; safeguarding; behaviour; support plans	Headteacher / SLT / DSL / relevant staff Wellbeing Governor

SEND, autism (Neurodivergence) and high need	SEND reviews; provision monitoring; reasonable-adjustment checks; pupil/parent voice; participation	SENCO / Headteacher / SLT SEND Governor
Belonging and participation	Participation data; pupil voice; curriculum monitoring; enrichment review; equality-related incidents	Headteacher / SLT / LED Governors
Overall equality objectives	Annual review of progress, impact and next steps; report to governing body	Headteacher / LED Governors (SEND Governor) to FGB

Review Cycle

These equality objectives cover the period 2025–2029. Progress will be reviewed at least annually and the objectives will be formally reviewed by the governing body to ensure that they remain relevant to the school community and are supported by appropriate evidence. Where monitoring identifies a new or significant equality challenge, the school will consider whether additional actions or amendments are required.

Equality Act 2010 and Public Sector Equality Duty

These objectives support the school's responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. The school will have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. The objectives are intended to support these duties through practical, measurable actions that reflect the context and needs of Ashton Keynes CE Primary School.

Publication and Accountability

The school will publish its equality objectives on its website and make appropriate information available to parents, carers, pupils, staff and governors. Progress will be considered through the school's leadership and governance arrangements.

Approved by the Governing Body September 2025 Review Date annually with full review September 2029