Equality Objectives Action Plan and Annual Review 2026/27

The objectives are set in conjunction with the YLT Equality Information and Objectives Policy, and the school's Accessibility Plan and School Development Plan. Objectives are reviewed annually by the LGC and updated every three years.

	Objective	Issue	Actions	Who	Timescales	Success Criteria/Outcome	Annual Review of Progress
1.	To further develop pupils' attitudes and commitment to their education through developing resilience and integrity in the face of set-backs and making a positive impact across the whole school community and during events.	Pupils' do not always show resilience and integrity when faced with difficulties e.g. sporting events. Pupils' do not always take ownerships in leading their vision and beliefs	• My Happy Mind sessions to be taught explicitly across school including review of how closely tailored to the pupils interests these lessons are. (Growth Mindset) • Thrive approaches and whole class sessions to be delivered weekly. • Assemblies to focus on overcoming difficulties, thrive and inspirational people who have overcome difficulties.	ML KH AR NO	On-going throughout the school year.	- Improved resilience in class and when facing things they find difficult. - JLT, House Captains and Buddies have defined roles. - Pupil Leaders have a presence and contribute to wider school life. - Thrive will be embedded across school. - Thrive ambassador status achieved. - Healthy schools award Gold achieved - Positive feedback from children and parents on diversity-focused events and activities	

			● Whole school assemblies linking to FBV and protected characteristics. ● Organise whole-school events and assemblies that highlight diversity and inclusion				
2.	To further develop a coherent curriculum that is ambitious, engaging and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life	Not all pupils have the same opportunities and experiences as others within the community.	● Subject leaders review and monitor their subjects to ensure each subject is culturally rich and diverse. ● Subject leaders to ensure a broad range of experience are provided to all pupils which provides diversity. ● Ensure our curriculum is broad- providing learners with opportunities to find out about cultures/ view points different to their own. ● Subject leader network events ● Assembly themes to cover these aspects.	All teachers	Termly- each subject will be reviewed as part of an on-going cycle.	- Subject plans ensure a variety of cultural experiences and learning opportunities are in place for all pupils. - Subject plans clearly identify key themes relating to FBV, SMSC and protected characteristics. - Subject leaders can confidently discuss how equality and diversity is embedded within their subject. - Evidence of learning will be visible in books and classroom environments. - Children can talk about their learning and the knowledge they have acquired and how this is similar or different to them.	

3.	To develop a culture across school where pupils feel empowered to celebrate, value and nurture differences and commonalities. Ensure that curriculum plans and enrichment activities promote role models and heroes that young people positively identify with and ensure these reflect diversity in terms of race, gender, sexuality and disability.	Differences and individuality is not celebrated and shared as much as it could be by pupils. We want to further raise our profile to ensure our pupils feel empowered. Differences are not always valued and seen as positives.	● Thrive sessions ● Assemblies- Inspirational people, SMSC, Thrive, My Happy Minds and Personal Development lessons ● Pupil leaders in school to lead on initiatives. ● Thrive ambassador status ● Healthy Schools Gold	ML KH AR	On-going throughout the year.	● Evidence of metacognitive strategies will be embedded within the classrooms. ● Pupil voice will show pupils understanding of different strategies they can try to support themselves and others. ● Pupils across school will have a good understanding of the different pupils' leadership roles and how these people can help them. ● Thrive sessions, assemblies and approaches are used across school to develop pupils' resilience. ● Restorative language will be used consistently.	