



Part of



2025 - 2026
Equality Objectives
and Monitoring

The Trust is committed to promoting the welfare and equality of all its staff, pupils and other members of each school community in the Trust.

Each School within the Trust has identified three objectives for the four-year period to July 2028, these complement the equivalent Trust level objectives.

Monitoring progress with School Equality Objectives

Headteachers will provide Local Academy Committees with an annual update regarding progress with equality objectives that have been agreed for their school.

School Objective 1:

To continue to promote a deeper competence and confidence in the language of diversity and the protected characteristics for all staff.

- To deliver diversity and inclusion training to all staff to increase knowledge and awareness of diversity and inclusion concepts.
- Setup a staff support network to provide a safe space for discussion and sharing of experiences, improving staff morale and sense of belonging.
- Develop and implement an inclusive language policy, supporting consistent use of inclusive language across the school.

How will this specific school objectives be measured and evaluated?

Regular monitoring: Track progress towards objectives and identify any challenges.

Staff feedback: Gather feedback from staff on the effectiveness of the action plan.

Data analysis: Analyse data on student outcomes, staff attitudes, and school climate.

Annual review: Conduct an annual review of the action plan to assess its impact and make necessary adjustments.

2024-25 Progress update:

Staff training on the INSET day in September 2024 gave focus to diversifying the curriculum. Following an inspirational presentation from key-note speaker Bennie Kara at the GUP training day, staff at Tickford Park Primary School have spent time exploring our priorities for the year ahead, including a self-reflective approach to our own understanding of diversity and representation.

2025 – 26 Progress update:

Staff understanding and knowledge around Diversity is supported through specific Diversity and Inclusion training for staff, as part of the compliance training for all staff, and Staff Meetings which address particular areas as a focus.

School Objective 2:

To develop our curriculum to promote diversity and equality, ensuring resources, materials and learning intentions are representative of the school community and wider world.

- Conduct a comprehensive review of all curriculum resources, including textbooks, worksheets, and digital materials, developing a curriculum that reflect the experiences and identities of the community.
- Design classroom displays and learning spaces that celebrate diversity and challenge stereotypes, ensuring a welcoming and inclusive learning environment for all students.
- Encourage teachers to incorporate diverse perspectives into their lessons, using real-world examples and stories.

How will this be measured and evaluated?

Regular Reviews: Conduct regular reviews of curriculum resources, lesson plans, and classroom environments to ensure alignment with diversity and equality goals.

Staff Training: Provide ongoing professional development for staff on diversity, equality, and inclusive teaching practices.

Student Feedback: Gather feedback from students through surveys, focus groups, and informal conversations to assess their experiences and perceptions of the curriculum.

Parent and Community Engagement: Involve parents and community members in the development and implementation of the curriculum.

2024/25 Progress Update:

Conversations about the importance of the curriculum areas promoting, and reinforcing, diversity and equality were held at staff training in September 2024, and a Diversity Working Group has been set up in school. Pupil voice activities, to ascertain 'Diversity' understanding in different Key Stages, were carried out and these have fed into a Diversity Staff Meeting, where planning for Diversity Week has happened. The Diversity Working Group will be analysing how Diversity, and Inclusion, runs through the curriculum, so it is intrinsic, and not separate, to it, to ensure children are building on their understanding and learning in a linked manner.

2025/26 Progress Update:

Diversity learning continues to be supported by the curriculum, with planned texts, activities, assemblies, visitors to the school all helping to embed an understanding, and appreciation of, Diversity at Tickford Park. Activities and texts are monitored by Deputy head teacher, and subject leads, to ensure a range of experiences are offered, which are representative of the school community and the wider world. This is ongoing. A Staff meeting is planned for January 2026, to plan for Diversity Week, so children experience new and meaningful opportunities to further develop their knowledge, and understanding, of diversity and equality.

School Objective 3: To ensure that communication between the school and parent is two-way, effective and provides space for feedback on inclusion.

- Develop regular communication channels and tools, to support communication to be two-way. This includes face-to face conversations, telephone calls and Class Dojo, as well as the traditional methods of Newsletters, parents' consultations and emails.

How will this be measured and evaluated?

Regular Reviews: Conduct periodic reviews of communication channels and feedback mechanisms to assess their effectiveness.

Parent Satisfaction Surveys: Administer surveys to gauge parents' satisfaction with the communication and feedback processes.

Analysis of Feedback: Analyse feedback data to identify trends, areas for improvement, and emerging issues.

Increased Parent Engagement: Monitor attendance at parent-teacher consultations, FOTPS meetings, and school events to gauge increased parental involvement.

2024/25 Progress Update:

Review of communication mechanisms used across the school has led to the launch of an enhanced newsletter format, the expectation that staff will 'talk' to parents, rather than message via Class Dojo, if this is possible.

The driving principles of promoting diversity and inclusion underpin other aspects of school improvement work that we have given focus to this term, including adaptation of planning and teaching to promote good progress for all learners in writing, revisiting our marking and feedback policy to meet all learners' needs, and an evaluation of how we promote independence for all learners (including Zones of regulation).

2025 / 26 Progress update:

Parents who have not attended a Parent's Evening, are contacted individually to offer them a time that suits them, or a phone call, to ensure they are able to have a conversation with their child's class teacher. This conversation allows staff to understand any reasons they may have for not wanting to attend, and alleviate these.

The Friends of Tickford Park have reorganised, and have a greater involvement of parents at events in school.

Parents/carers are able to feedback about the effectiveness of our communication channels and, when appropriate, these have been fed back to the wider staff. Staff have

responded well to the expectation that they will 'talk' to parents, rather than message via Class Dojo, whenever possible.

Latest parental survey has been shared with staff, and taken into consideration, when organising communication processes for this academic year.