

EQUALITY OBJECTIVES 2025-2028

Boughton Heath Academy

Protected Characteristic	Objective	Planned action	Review of measures taken
All	By July 2028, improve staff and leadership knowledge of inclusive recruitment practices and implement at least three changes to recruitment procedures to support the development of a more diverse workforce that better reflects the wider community and society	Staff Training & Awareness a) Deliver annual training to all staff involved in recruitment (including governors) on unconscious bias, inclusive job descriptions, and the Equality Act 2010. b) Evaluate impact through pre- and post-training confidence surveys. Inclusive Advertising & Outreach Review where job adverts are posted to include platforms that reach underrepresented communities (e.g. BAMEed Network, WomenEd, Disability Confident job boards). Review and Revise Recruitment Materials a) Audit current job descriptions, person specifications and application forms to remove potentially exclusive language and ensure clear commitment to equality. b) Add a revised Equality and Diversity statement on all job adverts.	
All	By July 2028, ensure that each subject curriculum includes planned opportunities to celebrate and learn about a diverse range of historical and contemporary experts (e.g. authors, scientists, artists, engineers) from different ethnicities, genders, abilities, and backgrounds, with evidence in planning, books, and classroom displays.	Curriculum Audit a) Conduct a subject leader-led audit by December 2025 to identify where experts and significant figures are currently referenced in curriculum plans across all subjects. b) Identify gaps in diversity (e.g. ethnic diversity in science or gender diversity in history) and set targets for each subject. Inclusion in Medium-Term Planning Require all subjects to include at least one diverse expert per unit (where relevant) by Summer Term 2026 – e.g. including Mary Seacole in History, Mae Jemison in Science, or Lubaina Himid in Art. Resource & Display Development a) Update classroom resources and displays to include images and information about a wide range of individuals, ensuring visible diversity in school environments. b) Monitor representation termly via learning walks and book looks. c) Use this objective as a focus for LGB walk arounds in school Staff CPD Deliver subject-specific training for staff to support the integration of diverse voices and role models into their teaching, including access to quality resources and reputable sources. Pupil Voice & Impact Monitoring Gather pupil feedback in Summer 2026 to evaluate whether pupils can name a range of experts from different backgrounds and articulate why representation matters.	
All	By July 2028, reduce the attainment gap in reading, writing, and maths between SEND and/or disadvantaged pupils and their peers by implementing targeted interventions, curriculum adaptations, and regular progress reviews.	Data-Driven Identification a) Analyse assessment data termly to identify specific areas of underachievement among SEND and disadvantaged learners in each year group and subject. b) Set year group-specific gap targets for core subjects. Targeted Academic Intervention a) Provide regular, evidence-based interventions (e.g. pre-teaching, structured phonics, maths tutoring) tailored to individual needs, with clear entry/exit data. b) Track and evaluate impact half-termly.	

		<p>Quality First Teaching Focus</p> <p>a) Ensure curriculum planning includes adaptations for learners with SEND, and embed scaffolding and accessibility strategies into all teaching of core subjects.</p> <p>b) Monitor through lesson observations and book looks.</p> <p>SEND & Disadvantaged Progress Reviews</p> <p>a) Hold regular pupil progress meetings with class teachers, SENDCo, and subject leads to discuss individual pupils' progress and plan next steps.</p> <p>b) Use individual education plans to track support & monitor impact.</p> <p>Family Engagement & Inclusion</p> <p>a) Increase engagement with parents/carers of SEND and disadvantaged pupils through termly learning conversations and home-support strategies.</p> <p>b) Use attendance and feedback to measure impact.</p>	
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