



Cheshire Academies Trust
Inspiring hearts and minds

Bexton Equality Objectives

At Bexton, we are committed to ensuring that every child, family and member of staff feels valued, included and supported to thrive – whatever their background, ability or need. These objectives set out how we will meet our duties under the Equality Act 2010 and continue to build a school where everyone belongs.

Next Update: Autumn 2027

Protected Characteristic	Objective	Reporting areas	Action taken	Review of measures taken
All	All children feel valued, respected and supported so that every child can achieve, regardless of their background, ability or need.	Positive relationships, cohesion and belonging. Staff and pupils recognise, respect and celebrate difference.	• Embed The Pathway and linked curriculum to celebrate differences and ensure children understand SEND and wider protected characteristics. • Use assemblies, Team Talks, projects and class work to highlight pupil achievements across academic, social and personal domains (the 5 trails of the Pathway), showing that success takes many forms. • Provide targeted support through the Rainbow Room and mainstream strategies, ensuring children with SEND are included and can achieve at their highest potential. • School council ambassadors ensure diverse voices are heard and represented, helping shape inclusive changes across school. • Jigsaw lessons promote inclusion, respect and empathy, ensuring every child feels valued, supported and able to achieve. • Monitor and respond to incidents of discriminatory language or bullying through the Behaviour Policy, recording and reviewing patterns by protected characteristic to inform future action.	
SEND / Disability / Race / Religion or Belief	Embed representation of all protected characteristics in our curriculum, resources and enrichment so that every child sees themselves represented.	Curriculum inclusivity and subject leadership.	• Subject leaders/Curriculum Lead to review and refresh long-term plans to ensure inclusive representation in texts, resources, digital content and enrichment experiences. • Strengthen SEND provision by developing an Equals curriculum for our Rainbow Room and further developing provision for our SEND support children - integrating IT strategy tools to enhance access and communication, supporting	

			diverse learning needs. • Develop pupil voice (e.g. School Ambassadors and Teams on Teams) to identify where representation and inclusion can be strengthened. • Further expand opportunities for pupils to engage with visitors, cultural events and community partnerships that reflect diversity in line with The Pathway.	
All	Ensure policies, procedures and practices promote inclusive teaching and equitable access for all pupils, families and staff.	Leadership and policy development.	• SLT to ensure equality principles are embedded in all reviewed policies, explicitly referencing SEND Code of Practice and Equalities Act. • Continue staff training on inclusive practice, including responsive teaching, adaptive feedback and universal design for learning. • EYFS review to ensure equitable provision from the earliest stage, with adaptations made where needed. • Gather regular feedback from pupils, parents and staff to inform inclusive policy and practice. • SLT to work closely with the DEI lead to regularly review policies, practices and provision, identifying and implementing changes that promote equality, inclusion and equitable access for all. • Ensure recruitment, induction and CPD support an inclusive, equitable working environment where all staff feel valued and able to progress.	

Policies and other documents available as evidence of measures taken

Objective	Relevant documentation	Protected characteristic
All children feel valued, respected and supported so that every child can achieve, regardless of their background, ability or need.	Assembly plans, Personal Development curriculum, Rainbow Room provision, Inclusion Audit results.	Age, disability, race, religion or belief, sex
Embed representation of all protected characteristics in our curriculum, resources and enrichment so that every child sees themselves represented.	Curriculum long-term planning, subject leader reviews, website curriculum information, school displays, pupil voice evidence (School Ambassadors/Teams on Teams).	Age, disability, gender reassignment, race, religion or belief, sex, sexual orientation

Ensure policies, procedures and practices promote inclusive teaching and equitable access for all pupils, families and staff.	Behaviour Policy, SEND Policy, Accessibility Plan, Assessment Policy, EYFS Review, IT Strategy, RSE Policy, Attendance Policy, Admissions, Complaints, Exclusions, Uniform Policy, Staff Recruitment and Induction procedures.	All protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)