



Sunshine
Academy

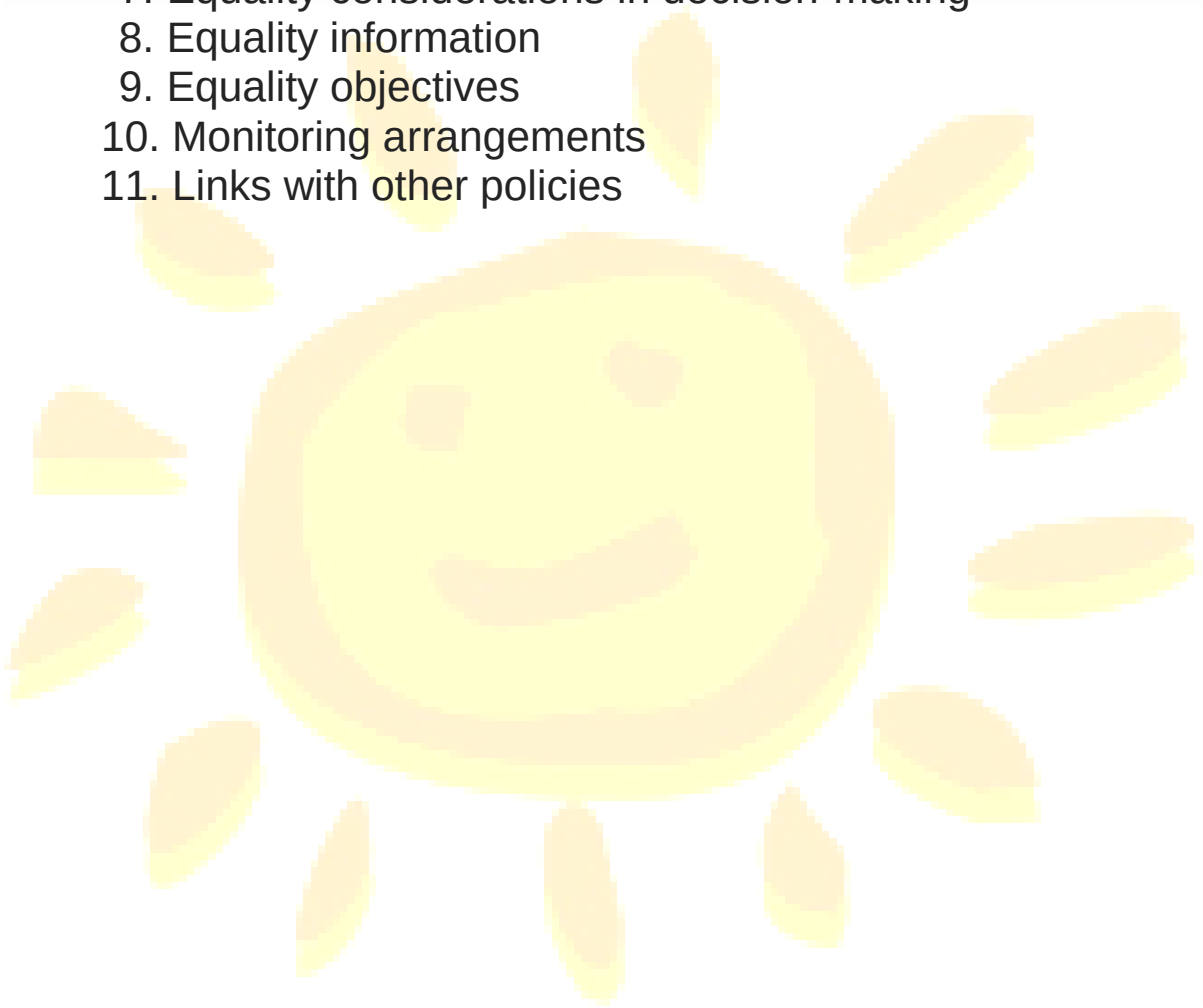
Equality information and objectives statement

Written	September 2026
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Ratified by Local Governing Body	October 2026
Date of Review	Equality information: September 2027 Objectives: September 2030
Requirements	Statutory Required on website



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1. Aims

Sunshine Academy is a nursery and infant school for 3 to 7 year olds. It is located in Blakenall, a highly deprived area of Walsall. Pupil numbers have declined significantly in the last three years.

We aim to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some pupils extra support is needed to help them achieve and be successful.

We take our legal duties on equality seriously and welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes, and by creating an environment which champions respect for all.

At Sunshine Academy, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- **The Equality Act 2010**, which introduced the Public Sector Equality Duty and protects people from discrimination
- **The Equality Act 2010 (Specific Duties) Regulations 2011**, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Protected characteristics

The Equality Act 2010 protects people from discrimination based on the following protected characteristics:

- Age (for staff)
- Disability
- Gender reassignment
- Marriage and civil partnership (for staff)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

3. Roles and responsibilities

The Local Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure equality information is published annually

All school staff are expected to:

- Have regard to this document and work to achieve the objectives
- Promote an inclusive and welcoming environment for all pupils
- Challenge discrimination and promote equality in their day-to-day practice

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

We take all forms of discrimination seriously, including:

- Direct and indirect discrimination
- Harassment
- Victimisation
- Discrimination arising from disability
- Failure to make reasonable adjustments

Staff are trained to identify and respond appropriately to discrimination, and all incidents are recorded and monitored.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to bullying related to a protected characteristic)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times, providing accessible resources for pupils with disabilities)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Identify strengths and areas for improvement, implement actions in response and publish this information

- Make evidence available identifying improvements for specific groups (e.g. reductions in incidents related to protected characteristics)
- Publish data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- **Promoting tolerance, friendship and understanding** of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will share stories about different religions and cultures
- **Maintaining an inclusive library** that promotes diversity through our Windows and Mirrors collection, ensuring all pupils can see themselves reflected in books and learn about others
- **Working with our local community** through organising school trips and activities based around the local community and different faiths
- **Celebrating different religious and cultural festivals** including Christmas, Diwali, Eid and others throughout the year
- **Challenging stereotypes** through our curriculum and everyday practice
- **Promoting positive attitudes** towards difference and diversity

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Is affordable for all families
- Takes into account any specific needs of pupils with protected characteristics

We also consider equality implications when:

- Reviewing or developing policies
- Planning the curriculum
- Making decisions about staffing
- Allocating resources
- Planning building works or changes to the physical environment

8. Equality information

We publish equality information annually to demonstrate our compliance with the Public Sector Equality Duty. This information is reviewed each September.

Our school population (September 2026)

Total pupils: 132 (ages 3-7)

Breakdown by protected characteristics:

Gender:

- Boys: 77 (58%)
- Girls: 55 (42%)

Ethnicity:

- Bangladeshi: 3%
- White British: 57%
- Any Other Asian Background: 1%
- Any Other White Background: 2%
- Black African: 13%
- Black Caribbean: 5%
- Chinese: 2%
- Indian: 4%
- Other Asian: 1%
- Pakistani: 5%
- Portuguese: <1%
- White and Black Caribbean: 4%
- White Irish: 2%
- Traveller of Irish Heritage: 2%

Our school community represents 14 different ethnic backgrounds, reflecting the diversity of our local area.

SEND:

- Pupils with SEND: 27 (20%)
- EHCP: 6 (5%)
- SEN Support: 21 (16%)

Disadvantage:

- Pupils eligible for pupil premium: 81 (68%)
- This is significantly above the national average of approximately 25%

English as an Additional Language (EAL):

- Pupils with EAL: 31 (23%)
- Main languages spoken include: English, TWI, Chinese, Punjabi and Urdu

Religion/belief:

- Christian: 23%
- Muslim: 13.5%
- Sikh: 2.3%
- No religion: 56.4%
- Not stated/prefer not to say: 3%
- Other religions: 4%

We respect and celebrate the diverse religious backgrounds of our school community through our curriculum and school events.

Attainment and progress data (2025/26)

Good Level of Development

- All children achieving expected standard: 69%
- Disadvantaged pupils: 67 % (gap: 2 %)
- Non-disadvantaged pupils: 73 %
- SEND pupils: 14 % (gap: 55 %)
- Non-SEND pupils: 82 %
- Boys: 75 %
- Girls: 60 (gap: 15 %)
- EAL pupils: 60 %

Year 1 Phonic Screening Test outcomes:

- All children achieving expected standard: 85 %
- Disadvantaged pupils: 76 % (gap: 9 %)
- Non-disadvantaged pupils: 93 %
- SEND pupils: 50 % (gap: 50 %)
- Non-SEND pupils: 100 %
- Boys: 72 %
- Girls: 100 % (gap: 28 %)
- EAL pupils 100 %

Key findings:

- The attainment gap for disadvantaged pupils in reading is 9%, which is our priority focus for improvement
- Attainment by SEND and Disadvantaged pupils in Phonics is well above that achieved nationally
- Narrowing the gap between boys and girls during KS1 is a focus.

Detailed attainment analysis is reviewed by governors termly and informs our school improvement planning and equality objectives.

Participation and engagement (2025/26)

Extracurricular activities:

- Total number of clubs offered: 5
- Disadvantaged pupils attending clubs: 60%
- SEND pupils attending clubs: 32 %
- Boys attending clubs: 25 %
- Girls attending clubs: 75%
- 18% of pupils attend at least one club

Actions taken:

We do not charge for disadvantaged pupils to ensure equal access to all activities.

We have identified that boys are significantly underrepresented in extracurricular activities.

To address this, we are:

- Introducing more sports and active clubs to appeal to boys' interests
- Surveying boys to understand barriers to participation
- Ensuring clubs are promoted in ways that appeal to all genders

Attendance:

- Whole school attendance: 92.3%
- Disadvantaged pupils: 91.3%
- Non-disadvantaged pupils: 97%
- SEND pupils: 90.7%
- Non-SEND pupils: 95.3 %
- Persistent absence (below 90%): 20.5% of pupils

Actions taken:

We have implemented an attendance improvement plan with targeted support for families of pupils with attendance below 95%

Exclusions:

- Fixed-term exclusions: 7
- Permanent exclusions: *There were no permanent exclusions in 2025/26*

Breakdown by protected characteristics:

SEND pupils: 6

Disadvantaged pupils: 6

Actions taken:

We recognise that a disproportionate number of exclusions involve pupils with SEND and/or disadvantage. In response, we have:

- Reviewed our behaviour support strategies
- Increased staff training on trauma-informed approaches
- Strengthened early intervention support
- Introduced additional pastoral support for vulnerable pupils

Incidents and concerns (2025/26)

We take all incidents related to protected characteristics seriously and record them using CPOMS.

Recorded incidents:

- Racist incidents: 0
- Homophobic, biphobic or transphobic incidents: 0
- Disability-related incidents: 0
- Gender-based incidents: 0
- Religious-based incidents: 0
- Other incidents related to protected characteristics: 0

Total incidents: 0

Actions taken:

- We maintain a zero-tolerance approach to discrimination
- All staff are trained to identify and report incidents
- We proactively promote equality through assemblies and story time that celebrates diversity
- There has been a 50% reduction in fixed-term exclusions compared to 2024/25, reflecting our proactive work on promoting equality and respect

Staff information (2025/26)

Staff composition: *As a small academy, we do not publish detailed staff diversity data to protect individual privacy. However, we are committed to equality in all aspects of employment.*

Recruitment:

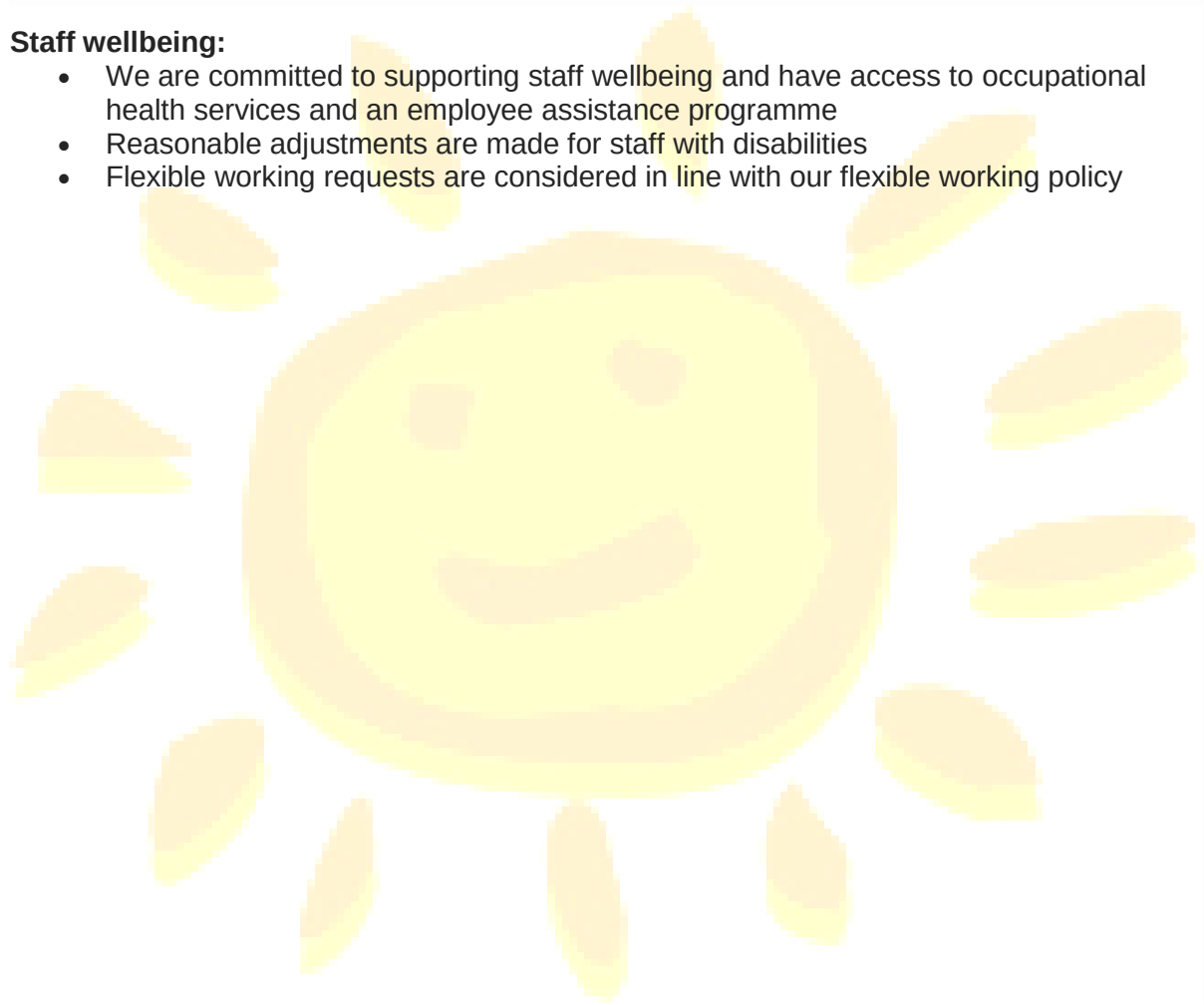
- All recruitment follows our equal opportunities policy
- Job advertisements are placed to reach diverse candidates

Staff training:

- 100% of staff completed safeguarding training, which includes understanding protected characteristics

Staff wellbeing:

- We are committed to supporting staff wellbeing and have access to occupational health services and an employee assistance programme
- Reasonable adjustments are made for staff with disabilities
- Flexible working requests are considered in line with our flexible working policy



9. Equality objectives

Based on our equality information and analysis of our school context, we have set the following objectives for 2026-2030:

Objective 1:

Close the attainment gap for disadvantaged pupils

Target: By July 2028, reduce the attainment gap between disadvantaged pupils and their peers in reading, writing and maths to be in line with or better than national averages.

Actions:

- Implement targeted interventions for disadvantaged pupils
- Provide additional training for staff on supporting disadvantaged pupils
- Monitor progress of disadvantaged pupils half-termly
- Ensure disadvantaged pupils have priority access to enrichment activities
- Work closely with families to improve engagement and support at home
- Improve attendance rates of disadvantaged pupils

Success criteria:

- Attainment gap reduced by at least 5% by July 2027 and 10% by July 2028
- 100% of disadvantaged pupils making expected or better progress
- Increased participation of disadvantaged pupils in extracurricular activities
- Attendance rates for disadvantaged pupils increases to 95%

Objective 2:

Improve accessibility and outcomes for pupils with SEND

Target: By July 2028, ensure all pupils with SEND make at least expected progress from their starting points and that the school environment is fully accessible.

Actions:

- Complete accessibility audit and implement recommendations by December 2026
- Provide specialist training for all staff on supporting pupils with specific needs (e.g. autism, ADHD, sensory needs) by July 2027
- Review and enhance provision mapping to ensure targeted support
- Strengthen partnerships with external agencies and specialists
- Ensure all reasonable adjustments are made promptly and effectively
- Improve attendance of SEND pupils

Success criteria:

- 100% of accessibility audit recommendations implemented
- All staff complete relevant SEND training
- Progress data shows pupils with SEND making expected or better progress
- Parental feedback indicates improved satisfaction with SEND provision
- Attendance rates improve to 94%

Objective 3:

Promote gender equality in curriculum and participation

Target: By July 2028, ensure equal participation and achievement of boys and girls across all areas of school life.

Actions:

- Monitor and address any gender gaps in attainment, particularly in reading and writing
- Ensure curriculum resources and examples represent diverse role models across all genders
- Celebrate Women's History Month and other events promoting gender equality
- Monitor participation in extracurricular activities by gender and take action to address imbalances
- Use boy-friendly and girl-friendly resources strategically to engage all learners

Success criteria:

- Gender attainment gap reduced to less than 5% in all subjects
- Equal participation of boys and girls in all extracurricular activities
- Curriculum audit shows balanced representation of genders in resources and examples

Objective 4:

Strengthen understanding and celebration of diversity

Target: By July 2028, ensure all pupils have a strong understanding of different cultures, religions and protected characteristics, and that incidents related to protected characteristics are reduced.

Actions:

- Embed teaching about protected characteristics throughout the curriculum
- Celebrate a diverse range of religious and cultural festivals throughout the year
- Expand the Windows and Mirrors library collection to ensure representation of all protected characteristics
- Deliver age-appropriate assemblies and lessons on equality, diversity and respect
- Work with local community groups and faith organisations to enhance pupils' understanding

Success criteria:

- Pupil voice shows increased understanding and positive attitudes towards diversity
- Reduction in incidents related to protected characteristics by at least 50%
- 100% of pupils can name and explain at least 5 protected characteristics (age-appropriate)
- Positive feedback from parents about the school's approach to diversity

10. Monitoring arrangements

Equality information

The headteacher will update the equality information we publish (described in section 8) at least every year. This will be reviewed each September and published on the school website.

Equality objectives

This document, including the equality objectives, will be reviewed by the headteacher and Local Governing Body at least every 4 years. The next review is due in September 2030.

Progress towards achieving the objectives will be monitored:

- Termly by the headteacher
- Annually by the Local Governing Body
- Through regular reporting to governors

This document will be approved by the Local Governing Body.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Behaviour policy
- Anti-bullying policy
- Admissions policy
- Curriculum policy
- Staff recruitment and retention policy

This statement demonstrates our commitment to equality and our ongoing work to ensure Sunshine Academy is an inclusive, welcoming environment where everyone can thrive.