



Springfield Academy

EQUALITY OBJECTIVES

2025 - 2026

Springfield Academy - Equality Action Plan (Autumn 2025)

WELCOME TO SPRINGFIELD ACADEMY

Springfield Academy has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

➤ How many children are on roll at the school? 206

➤ What information on pupils is collected by protected characteristics?

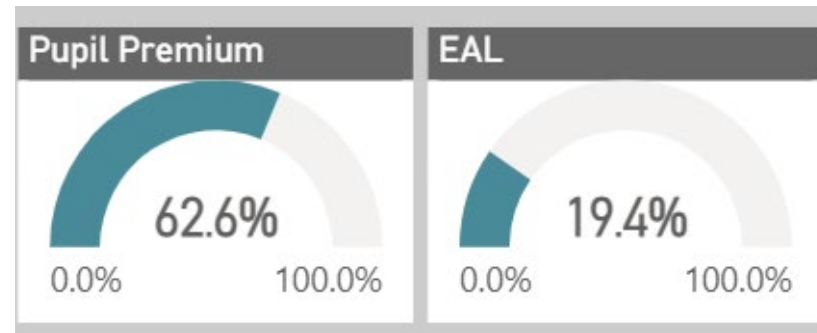
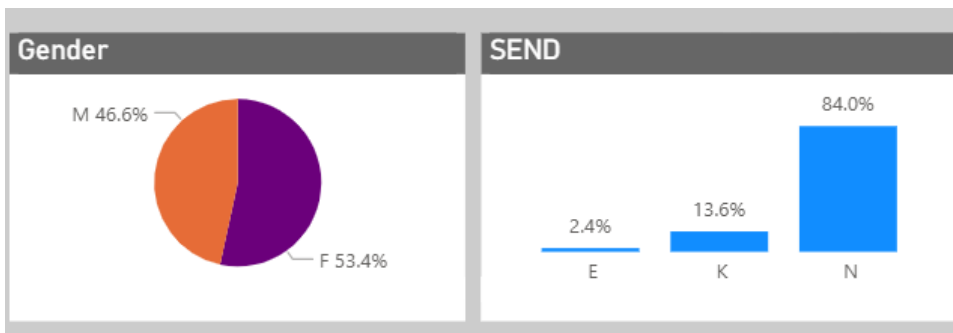
Power BI Data (Autumn 2025)

Ethnicity	%
African Asian	1.0%
Any Other Asian Background	1.9%
Any Other Black Background	1.0%
Any Other Ethnic Group	2.4%
Any Other Mixed Background	2.9%
Any Other White Background	4.4%
Black - African	8.7%
Black - Somali	0.5%
Black - Sudanese	0.5%
Black Caribbean	1.5%
Gypsy / Roma	1.5%
Indian	2.9%
Pakistani	0.5%
White - British	59.2%
White and Any Other Asian Background	0.5%
White and Black African	0.5%
White and Black Caribbean	9.7%
White European	0.5%



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First Language	%
English	80.6%
Yoruba	1.9%
Turkish	0.5%
Tigrinya	0.5%
Tamil	1.0%
Somali	1.0%
Romanian; Moldavian; Moldovan	1.0%
Romanian (Romania)	1.5%
Polish	1.9%
Persian/Farsi	0.5%
Nepali	0.5%
Malayalam	1.9%
Kurdish	1.5%
Igbo	1.0%
Czech	1.9%
Arabic	0.5%
Akan/Twi-Fante	0.5%



Springfield Academy - Equality Action Plan (April 2025)

Religion					
No religion	225	Other religion	18	Muslim	15
Christian	67	Sikh	7		
Hindu	6	Refused	2		

No Information was available on the following protected characteristics:

- Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Equality Objective One:

To promote understanding, respect, and inclusion across all faiths, cultures, and languages within Springfield School. While the majority of pupils share the same religion or have no religious affiliation, the school recognises the limited diversity and the associated risk of prejudicial incidents stemming from a lack of awareness of other beliefs and cultural practices. Additionally, with a growing number of EAL pupils, the school will implement strategies to celebrate linguistic and cultural diversity, foster empathy, and ensure all pupils feel valued and included.

Protected Characteristics addressed:

- **Race – to promote cultural awareness and reduce prejudice.**
- **Religion or Belief – to foster respect for different faiths and worldviews.**

Why?	How?	Outcome
<ul style="list-style-type: none"> • Limited diversity in the school community increases the risk of prejudice and misunderstanding. • A growing number of EAL pupils require inclusive strategies to ensure they feel valued and supported. • Promoting respect for different faiths and cultures helps prepare pupils for life in modern Britain and supports the Equality Act 2010. 	<ol style="list-style-type: none"> 1. Curriculum Enrichment <ul style="list-style-type: none"> ○ Integrate teaching about different faiths, cultures, and languages into RE, PSHE, and assemblies. ○ Include global perspectives in subjects like History, Geography, and English. 2. Celebration of Diversity <ul style="list-style-type: none"> ○ Organise cultural and language celebration days. ○ Create displays showcasing pupils' heritage and languages. 3. Staff Development <ul style="list-style-type: none"> ○ Provide CPD on cultural competence and strategies for supporting EAL learners. 4. Community Engagement <ul style="list-style-type: none"> ○ Involve parents and local community groups in diversity events. ○ Share resources and workshops to promote understanding at home. 5. Monitoring <ul style="list-style-type: none"> ○ Track incidents of prejudice and evaluate impact through pupil voice and surveys. 	<ul style="list-style-type: none"> • Improved Awareness: Pupils demonstrate greater understanding of different faiths, cultures, and languages. • Inclusive Environment: EAL pupils report feeling supported and valued. • Reduced Prejudice: Fewer recorded incidents of discrimination or cultural insensitivity. • Positive Stakeholder Feedback: Surveys show increased confidence among staff and parents in promoting inclusion. • Celebration of Diversity: Visible representation of different cultures and languages across the school.

Equality Objective 2: To improve curriculum provision to increase understanding of diversity, equity, inclusion and belonging for all stakeholders including staff, pupils, governors and parents.

Protected Characteristics addressed	
<ul style="list-style-type: none"> • Race – to promote cultural awareness and reduce prejudice. • Religion or Belief – to foster respect for different faiths and worldviews. • Sex – to ensure gender equality and challenge stereotypes. • Disability – to embed inclusive practices and accessibility in learning. • Sexual Orientation – to promote acceptance and prevent discrimination 	<ul style="list-style-type: none"> • Gender Reassignment – to ensure understanding and respect for gender identity. • Pregnancy and Maternity – to support awareness of rights and inclusion. • Age – to challenge age-related stereotypes and promote intergenerational respect. • Marriage and Civil Partnership – to ensure equality in relationships.

Why?	How We Will Achieve This	Expected Outcomes
<ul style="list-style-type: none"> • Limited diversity within the school community increases the risk of misunderstanding and prejudicial incidents. • A growing number of EAL pupils means the school must actively celebrate linguistic and cultural diversity. • Stakeholders need a shared understanding of equality and inclusion to create a safe, respectful environment for all. 	<ol style="list-style-type: none"> 1. Curriculum Audit & Development <ul style="list-style-type: none"> ○ Review subjects (e.g., PSHE, RE, History, English) to ensure representation of diverse cultures, identities, and experiences. ○ Embed teaching about all protected characteristics across the curriculum. 2. Staff Training <ul style="list-style-type: none"> ○ Deliver CPD on equality, diversity, and inclusion, including unconscious bias and cultural competence. 3. Pupil Engagement <ul style="list-style-type: none"> ○ Organise assemblies, projects, and themed weeks celebrating diversity and protected characteristics. ○ Encourage pupil voice through school council and focus groups. 4. Community Involvement <ul style="list-style-type: none"> ○ Host parent workshops and governor briefings on DEIB principles. ○ Share resources and events that promote understanding of protected characteristics. 5. Monitoring & Evaluation <ul style="list-style-type: none"> ○ Track incidents related to prejudice and discrimination. ○ Use surveys and feedback to measure impact on stakeholder understanding. 	<ol style="list-style-type: none"> 1. Improved Curriculum Representation <ul style="list-style-type: none"> ○ Curriculum reflects diverse cultures, identities, and experiences linked to all protected characteristics. ○ Pupils encounter positive role models and inclusive narratives across subjects. 2. Increased Stakeholder Understanding <ul style="list-style-type: none"> ○ Staff, pupils, governors, and parents demonstrate improved awareness of diversity, equity, inclusion, and belonging (DEIB). ○ Survey results show at least 80% positive responses on understanding of protected characteristics. 3. Reduction in Prejudicial Incidents <ul style="list-style-type: none"> ○ Fewer recorded incidents of discrimination or prejudice. ○ Restorative approaches embedded in school culture. 4. Enhanced Pupil Engagement <ul style="list-style-type: none"> ○ Pupils actively participate in diversity-themed events and share cultural heritage. ○ EAL pupils feel valued and included, as evidenced by pupil voice feedback. 5. Community Involvement <ul style="list-style-type: none"> ○ Parents and governors attend workshops and contribute to DEIB initiatives. ○ Stronger partnerships with local community groups to celebrate diversity.