



Equality Objectives 2020-2023

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

WHAT	ACTION	WHO	IMPACT
Training for all staff/ governors on equality and diversity	Revisit equality and diversity training	EE/RL All staff and governors	All aware of legalisation and responsibilities
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	Monitor Spring and Summer terms Pupil progress meetings Ensure any gaps closed	CLT Governors Class teachers	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.
Ensure higher attainment for disadvantaged pupils in reading , writing and maths	Increase the number of disadvantaged pupils working at age related standards, monitor progress and attainment , plan and deliver interventions to address gaps in learning identified through on going assessment	RL PP lead to monitor interventions JC/EC PP to manage interventions All class teacher and TAs	More disadvantaged pupils at age related in year groups and subjects identified through pupil progress meetings
Promote understanding and respect for difference	Identify opportunities in the curriculum to look at other cultures/countries, study people from other backgrounds and with a variety of abilities to celebrate diversity RE syllabus used to celebrate other faiths and in collective worship Themed weeks eg shine week, anti-bullying and celebrating difference February's value to celebrate diversity Celebrating Difference as key curriculum driver	HT CLT Class teachers and TAS Governors Pupils Parents	Greater understanding and respect for difference School ethos and curriculum promotes respect for differences in school community Issues are covered through learning and PSHRE progressions
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	Expectations set around learning environments	All staff	More diversity reflected in school displays and materials for lessons across all year group

<p>Race Equality Duty To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a termly basis.</p>	<p>Any incidents dealt with promptly following guidance Reported to governors termly</p>	<p>HT Govs</p>	<p>Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /CLT. Staff followed guidance consistently and effectively. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is challenged.</p>
<p>Gender Equality Duty Ensure opportunities arranged within school have an appropriate balance between girls and boys</p>	<p>School staff aware of stereotypes and plan to teach and challenge these</p>	<p>Class teacher, CLT, school staff,</p>	<p>Equal representation / opportunities for boys and girls.</p>
<p>Disability Equality Duty To ensure pupils with a disability are actively involved in school activities. To ensure there is effective transition between classes and schools.</p>	<p>Transition meetings - planned programme SEND reviews Planning and target setting for pupils</p>	<p>Class teacher, CLT, school staff, SENDCO</p>	<p>Pupils with a disability are participating in extra- curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.</p>
<p>Community To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</p>	<p>A programme of assemblies organised and special days celebrated Visitors from different religions/no faith planned into RE programme of learning</p>	<p>RE /PSHRE leader HTs All school staff</p>	<p>Visitors from different groups to enhance the curriculum and broaden the children's understanding</p>