



HEADLEY PARK

PRIMARY SCHOOL

Equalities Statement and Objectives

As a school we welcome our duties under the Equality Act 2010. The General Equality Duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard', when making decisions and developing policies to the need to:

- Eliminate discrimination, harassment, victimisation or other conducts 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 between people who share a protected characteristic and people who do not share it.

The duty to have due regard to equality consideration is a continuing one which applies to all our policies and procedures. We believe that promoting equality and celebrating our differences is the responsibility of everyone in the school community.

Part of our duty is to publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years/

Objectives starting September 2021

- Continue to embed PSHE lessons, coupled with our whole school approach to upholding our school values, to understand, celebrate and respect our differences. This includes working closely with our whole community to fulfil our duty to deliver statutory lessons in Relationships and Sex Education (RSE) in an appropriate and sensitive way.
- Use our ongoing internal monitoring of pupil outcomes and progress between groups including gender, disadvantaged (PP), SEN and EAL. Through robust tracking and identification at a pupil level our pupil progress conversations seek to diminish the differences. There is a coordinated approach to implementing and monitoring interventions and provision.
- Provide continued professional development for teaching and support staff about how best to support EAL learners in school so that they achieve the best possible progress.
- Make adjustments and improvements to the school environment (the building and site) so it is safe and accessible for all pupils, including those with disabilities.