



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 pay 'due regard' (when making decisions and developing policies) to the need to:

- Eliminate discrimination, harassment, victimisation or other conducts that are prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristics 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 the PSHE curriculum (Jigsaw), alongside our whole school approach to upholding our school habits and our commitment to understanding, celebrating and respecting differences. This includes working closely with our 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 to monitor pupil groups including gender, disadvantaged (PP), SEN and EAL. Through robust tracking and identification at a pupil level, our pupil progress conversations ensure there are no significant gaps in attainment or progress. 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 make the best possible progress and achieve in line with their peers.
- Make adjustments and improvements to the school environment (the building and site) so that it is safe, accessible and inclusive for all pupils, including those with disabilities.

