



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.

Objective	Actions	By whom	Start	Success Criteria
1. Promote the Equality Duty	<ul style="list-style-type: none"> - Review policies to ensure all reflect the duty. - Review the curriculum to ensure there is representation and opportunities for equality and diversity to be explored. 	All staff HT SBM	Policy Updates Annually	All policies reviewed over the next 3 years. Curriculum in place and internal monitoring shows that equality issues are being addressed.
2. Eliminate discrimination	<ul style="list-style-type: none"> - Explicit teaching of equality issues through the delivery of a high quality PSHE curriculum (Jigsaw). - Uphold the school habits. - Communicate to all members of the community that discrimination will not be tolerated. - Work with community representatives to educate children/parents and enforce plan/law. - Hold multicultural days/engage in project work for parents and pupils. 	Teachers Phase Leaders Leadership Team HT and community reps AHT	Across the year On-going Annually	Self-evaluation/ planning show coverage Incidences of discrimination are reduced to zero in all areas of the school community.

<p>3. Raise the profile of different groups of stakeholders within the school community.</p>	<ul style="list-style-type: none"> - Look for opportunities to enhance and support the curriculum by encouraging visitors from a wide spectrum of the school community. - Celebrate different cultures within the school, including themed weeks. - Involve representatives from different groups in decision-making bodies such as PTA, governors and discussions forums. 	<p>Teachers AHT curriculum and Phase Leaders Leadership Team and Governors</p>	<p>Jan 2022 Termly from Sept 2021</p>	<p>List of visitors shows a wide spectrum of the school community. Curriculum theme weeks have taken place that address diversity issues. Groups are representative of various stakeholders within the school.</p>
<p>4. Work to reduce the attainment gaps for specific groups of children, particularly those in receipt of Pupil Premium (PP)</p>	<ul style="list-style-type: none"> - Data analysis monitors pupil groups, including PP. It identifies gaps in pupil progress and attainment. - Pupil progress is discussed at a pupil level and provision is responsive to pupil needs. - Work with Phase leaders and Assistant Headteacher to ensure children at risk of under-attaining are in receipt of appropriate interventions both in and out of school. 	<p>HT Various Phase leaders AHT</p>	<p>Autumn 2021 then T4,6 September 2021. Then termly in Progress Reviews</p>	<p>Data shows gap closing between PP and non-PP children. Gaps also closing for other groups of children that have traditionally been lower (often affected by FSM children)</p>