

Equality Objectives Statement and Action Plan 2024 - 2025



Our Vision

We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another - to open minds and widen horizons – to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.

“If you believe, you will receive, whatever you ask for in prayer.” Matthew 21:22

Equality Objectives Statement

We are committed to promoting equality and diversity and preventing discrimination.

We aim to provide an inclusive environment for all where individuals are able to develop to their full potential. It is a priority that all stakeholders are able to engage in the full school offer and differentiation and the removal of barriers promotes this for all. Importance is given to not only eliminating discrimination but also promoting and increasing understanding and appreciation for diversity within the school and the wider community.

We welcome our duties under the Equality Act 2010. The school’s general duties, with regards to equality are:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Sex
- Age
- Race
- Disability and long term medical conditions
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

We aim to promote students’ spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for students and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. We are committed to creating a prejudice-free environment where individuals feel confident and at ease by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all

- Encouraging compassion and open-mindedness.

We are committed to having a fair and balanced curriculum. We believe that our children should be exposed to ideas and concepts that may challenge their understanding, to help ensure that they learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs, where such withdrawal is legally permitted.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. If an incident occurs, we are devoted to ensuring action is taken and a resolution is put into place which is both firm, fair, appropriate and proportionate.

Our students are taught to be:

- Understanding of others
- Celebratory of cultural diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour

Our employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

Our employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age
- Disability (including long term medical conditions)
- Gender
- Marital or civil partner status
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school’s policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working to maintain and grow an accepting and respectful environment for our school community.

The school participates in an annual consultation with staff and parents through a survey. Pupil voice is also gathered annually.

Parents and carers are involved with termly IEP and/or EHCP reviews with opportunity for feedback; parents/carers are asked to complete a feedback form at the end of the year following school reports and for any children with an Education, Health & Care Plan (EHCP) as part of the annual review process.

This document should be read in conjunction with our Equality Policy and Equality & Diversity Policy for employees.

Equality Objectives Action Plan 2024-25

1. Pupil Voice

Identified concern:	That all pupils know their target(s) and have the opportunity to contribute to their own learning: including children with IEP & EHCP targets/outcomes; and can contribute to their Education Health Care Plan review and successes.
Equality Objective:	Set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.
Focus Objective:	To ensure that all pupils - irrespective of their special educational needs are given a voice - and are allowed to communicate through a range of appropriate ways to level of needs, comprehension and understanding.

Aim:	To ensure all pupils targets (IEP & EHCP) reflect their involvement through showcasing their achievements and making their wants and needs known.
Action:	<ul style="list-style-type: none"> • Ensure staff take the time to discuss with the pupil(s) their learning achievements in a format the pupil shows an awareness of. • Ensure the pupil(s) are allowed to share their success in a format they can interact with, be it pictorial, voice message, written word or other means of communication.
	<ul style="list-style-type: none"> • Ensure that pupil voice in a differentiated manner is captured in the annual review and shared with families.
Responsibility:	Class teacher & SEND Lead
Affected parties:	All on roll.
Timescales:	September 2024 to July 2025
Success criteria:	<p>All pupils have a voice; and a say that has been captured at reviews of IEP's and EHCP, that this is shared and celebrated by the families.</p> <p>All pupils have their personal wants and needs captured during the review process.</p>
Review:	July 2025

2. Attendance and Progress

Identified concern:	That attendance issues are tackled fairly with no discrimination and equal expectation, to enable all pupils to make progress.
Equality Objective:	Take positive action to provide encouragement and support to individuals and groups whose progress has been limited [by stereotyping, cultural expectations...]
Focus Objective:	<p>To ensure that all pupils have the equal opportunity to access learning.</p> <p>To monitor attendance weekly ensuring school is aware of any potential long term absence (5 days).</p>

Aim:	To ensure that a range of ways of supporting attendance are implemented to facilitate improved attendance and punctuality for pupils identified as having a low attendance percentage (excluding medical absences). To ensure that those students who are medically unable to attend school are having appropriate learning.
Action:	<ul style="list-style-type: none"> • Weekly attendance monitoring. • Home learning opportunities are planned appropriately for those pupils who are medically unable to attend school... <i>record and monitor learning and progress in line with IEP and/or EHCP targets/outcomes.</i> • Achievable attendance targets are set for pupils requiring support with attendance and individualised support provided.
Responsibility:	Class teacher and attendance/safeguarding leads.
Affected parties:	Identified children with complex health and medical needs; identified children with attendance lower than an agreed percentage.
Timescales:	September 2024 to July 2025
Success criteria:	All children have a fair equitable learning offer and progress against their targets (inc. IEP and/or EHCP targets/outcomes are being met).
Review:	Attendance and safeguarding leads to review attendance half termly. Progress to be reviewed as part of the assessment schedule.

3. Knowledge of Protected Characteristics

Identified concern:	That all children gain knowledge and understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.
Equality Objective:	Promote good relations amongst people within the school community and the wider communities in which we work; & Develop an ethos which respects and values all people; Actively promote equality of opportunity; Prepare pupils for life in a diverse society.

Focus Objective:	To ensure that children understand their responsibilities under the Equality Act in terms of protected characteristics in order to: <ul style="list-style-type: none"> • Eliminate discrimination, harassment & victimisation; • Advance equality of opportunity between persons who share a relevant persons who share a relevant protected characteristics and persons who do not share it; • Foster good relations between persons who share a relevant protected characteristics and persons who do not share it.
Aim:	To ensure that the PSHE/RSE curriculum include opportunities to learn about the protected characteristics; and for children to gain knowledge & understanding of the protected characteristics
Action:	<ul style="list-style-type: none"> • Review PSHE curriculum to assess knowledge of protected characteristics is being taught & is age appropriate and progressive across the curriculum; • Review the wider curriculum to audit coverage beyond PSHE; • Explicitly map where aspects of protected characteristics are being taught across the school (terms, topics & years); • Add to class library: books that encourage positive & guided discussions of the protected characteristics.
Responsibility:	The Headteacher will be responsible for developing this objective and implementing the appropriate actions, in conjunction with Key Stage Leaders.
Affected parties:	All on roll.
Timescales:	September 2024 to July 2025
Success criteria:	All children have knowledge of protected characteristics. Incidents of unkindness related to protected characteristics is low.
Review:	July 2025

Review of Equality Action Plan 2024-2025

Equality Strand & Obj	Action	Success Criteria	Achieved/Success
Disability/Equality Duty Gender equality <ul style="list-style-type: none"> • Deliver equality and diversity through school policies, 	Pupils with SEND are actively involved in school activities (e.g. clubs); Ensure opportunities arranged within school have an appropriate	Pupils with SEND are participating in extra-curricular activities. Equal representation/opportunities; clubs accessible for all.	Participation tracker kept evidencing children with SEND taking part in additional activities (and representing school in sporting festivals). 6/9

procedures and practice	balance between boys/girls.		participating in at least 2 clubs. All clubs open to all genders and abilities. Mixed sports teams.
Disability/Equality Duty • Do our utmost, within available resources, to remove barriers which limit or discourage access to school provision and activities	Ensure there is effective transition between classes/schools.	Pupils, parents & staff have opportunities to meet and discuss relevant issues before commencing new school year.	Additional transition meetings & opportunities internal. Successful transition to next class/teacher. Secondary school transition arrangements increased for SEND needs too.
All • Develop an ethos which respects and values all people; • Actively promote equality of opportunity; • Prepare pupils for life in a diverse society	Ensure curriculum promotes diversity in terms of race, gender, age and ability.	Diversity reflected in school learning (evident on display and children's knowledge).	Diversity reflected in: literature chosen; people within curriculum; music listened to in Collective Worship (and music lessons); artists studied; sports people; visitors and visits.