



Equality Act 2010

Our equality objectives

March 2019

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact Mrs Pike on 0174 838370

Introduction

1. Stower Provost Primary School has a statutory duty to publish one or more equality objectives at least every four years by the 6 April each year. This document sets out our three equality objectives for 2019 – 2023.
2. The objectives seek to put key building blocks in place, to promote equality and accessibility across our school community. We have identified these objectives based on a range of evidence about the key issues for our school. Every four years, we review this evidence, and update our objectives accordingly. For more information about this evidence see below.
3. A theme running through our objectives is to maintain dialogue with pupils, families, staff and governors, to ensure we remain aware of any emerging issues and can address these effectively.
4. As well as setting out our objectives, this document summarises the legal context for equality and the issues informing our objectives.

The legal context

5. Schools have a statutory duty under the Equality Act 2010 to pay ‘due regard’ to the following when exercising public functions:
 - Eliminate discrimination, harassment and victimisation and other prohibited conduct;
 - Advance equality of opportunity for people with protected characteristicsⁱ;
 - Foster good relations between people who share a relevant protected characteristic and people who do not share it.
6. The Act also requires schools to:
 - Publish equality objectives that are proportionate, specific and measurable
 - Report annually on progress
 - Publish a school accessibility plan.

Norfolk’s diverse population & our school community

7. Dorset is a rural county with the North

The diverse population of our school

8. Our school community has its own unique make up:
 - With 72 children spread across the seven year groups, the school has 61% boys across the school, 15% of children are on the SEND register, almost all children are registered as White British and approximately 10% are eligible for the Pupil Premium.

Issues that our objectives take into account

9. Our equality objectives address the following issues:

- Accessibility, in terms of the curriculum, extra-curricular activities and physical accessibility, is sometimes challenging because there is a perception that increased accessibility means increased costs. However, we strongly believe that forward planning can create many opportunities to embed good accessibility across our school community, to make good accessibility ‘the norm’.

Our equality objectives for 2019 - 2023

10. Our 3 objectives are:
 1. To promote cultural development and understanding through a rich range of experiences, both within and beyond school, building a school culture that respects and values difference in our community.
 2. To increase staff understanding of equality and its implications on a day to day basis and in this way reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.
 3. To raise levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.
11. Our action plan on the next page sets out more information.

Monitoring & governance arrangements

12. Our Governing Body is responsible for monitoring delivery of our objectives on a termly basis.
13. The date of the next formal review of these objectives is March 2020

Further information

14. For further information please contact the Headteacher.

Our Equality Objectives for 2019 - 2023

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
1. To promote cultural development and understanding through a rich range of experiences, both within and beyond school; building a school culture that respects and values difference in our community.	<p>Monitor all activities in school to ensure they promote relationships among parents, learners and staff that reflect a positive and respectful culture. Develop and review our curriculum to ensure that it prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Visitors, Events Monitor our curriculum and wider school experience to ensure that it provides for learners' broader development, supporting the development of character and positive learning behaviours, including resilience, confidence and independence. Ensure these Equality Objectives, the Behaviour and Antibullying Policy and Complaints Procedure are accessible and followed so that those within our school community feel safe and do not experience bullying or discrimination.</p>	<p>From April 2019 - 2023 with annual interim reviews</p> <p>From September 2019 – 2022 with annual interim reviews</p>	<p>The cultural development of pupils will be evidenced by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. The school ethos and culture will be reflected consistently throughout the school e.g. classroom displays, attitudes for learning and standards of behaviour. 	To be monitored by the Governing Body and SMSC Lead and Headteacher

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
2. To increase staff understanding of equality and its implications on a day to day basis and in this way reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	All staff will understand the schools statutory duty under the Equality Act 2010 and adhere to the policy and practice outlined in our Equalities statement. Class Teachers will know their class well and the individuals and groups that are represented within it. They will monitor and analyse pupil progress and achievement with regard to the protected characteristics of gender, ethnicity, socioeconomic group and special educational need or disability and act to address any trends or patterns in the data that indicate differences in outcomes for these groups. Termly Pupil Progress meetings will focus at group level. Monitoring of teaching and learning will include focus on pupil groups. Pupil participation in extra-curricular activities will be monitored.	From April 2019 - 2023 with annual interim reviews	Monitoring records of teaching and learning will evidence quality first teaching in place for all groups of pupils. Assessment information	To be monitored by the Governing Board, Headteacher (Assessment and Teaching and Learning Lead) and SENDCo – Inclusion Lead
3. To raise levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	All staff will understand the schools statutory duty under the Equality Act 2010 and the implications for our daily practice in school. Ensure good communication is maintained with parents and that reasonable adjustments are made and barriers removed wherever possible to encourage their participation and promote partnership in their children's learning.	From December 2018 - 2022 with annual interim reviews	Data analysis Report to Governing Board regarding levels of parental engagement in learning and school life shows good attendance and little variation between groups. Parental feedback informal and formal e.g. Focus groups, Questionnaires	To be monitored by the Governing Board and Headteacher (parental engagement and attendance).

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility

ⁱ The characteristics protected under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation