

EQUALITY OBJECTIVES

Date: January 2020



Following our audit of equalities in the school, the governing body has agreed the following Equality Objectives.

NOTE: **Blue highlights** are the new aspects in 2020 **Yellow highlights** are the specific aims or characteristics that are targeted

	Equality Objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty (Circle the aim that applies)	Protected Characteristics (Tick the groups to which it applies)
1.	<p>Our Vision aim: caring and enabling environment/ aspirational and ambitious</p> <p>To ensure that all pupils and groups of pupils make expected or better progress</p>	<p>Within 12 months Data analysis shows that identified groups of pupils/ individual pupils achieve at least as well as those groups nationally or where there are additional needs, they make progress measured using specific assessment tools. <i>(NB: our groups are not statistically significant, as we have so few pupils in each).</i></p> <p>Within 2 years As above</p> <p>After 4 years As above</p>	<p>Pupil progress meetings include discussions about the progress of groups and individual pupils</p> <p>End of year and end of term assessments include analysis of attainment and progress made by particular groups (boys, girl, SEND, Pupil Premium, children of non-British/ white ethnic background, EAL)</p> <p>- Interventions in place to meet needs of targeted individuals or groups identified to be underachieving. These are monitored at Pupil Progress meetings and by the SENCo</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Age</p> <p>Disability</p> <p>Gender reassignment</p> <p>Marriage and civil partnership</p> <p>Pregnancy and maternity</p> <p>Race</p> <p>Religion or belief</p> <p>Sex</p> <p>Sexual orientation</p>

<p>2.</p>	<p>Our Vision aim: a caring and enabling environment/empowered leadership</p> <p>To ensure that incidents of bullying & harassment based on prejudice are effectively managed ensuring appropriate support for victims and perpetrators</p> <p>And that our community understand the importance of developing healthy relationships</p>	<p>Within 12 months Staff continue to demonstrate understanding of bullying and harassment based on prejudice when responding to incidents that occur.</p> <p>RSE Policy and programme of study will be in place</p> <p>Within 2 years Parental questionnaire/ interviews/ pupil consultation/ staff consultation will show: 1.school is ensuring bullying and harassment is effectively managed. 2.RSE Policy is effective</p> <p>After 4 years Maintain or reduce low number of prejudiced related incidents</p>	<p>Staff knowledge of how to support pupils, parents and colleagues with prejudice related incidents continues to be developed</p> <p>Involvement of staff, parents and pupils: a. RSE (Relationships and Sex education) policy consultation with parents, pupils and staff b. RSE policy and programme of study in place</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Age</p> <p>Disability</p> <p>Gender reassignment</p> <p>Marriage and civil partnership</p> <p>Pregnancy and maternity</p> <p>Race</p> <p>Religion or belief</p> <p>Sex</p> <p>Sexual orientation</p>
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<p>3.</p>	<p>Our Vision aim: a progressive and communicative school/ caring and enabling environment/ aspirational and ambitious</p> <p>To continue to involve members of different groups from within and beyond the school community in the wide aspects of school life.</p>	<p>Within 12 months Staff and governors are aware of the different groups that self-identify and are recorded in our school community.</p> <p>Within 2 years Confidence within and attainment across the curriculum has increased for identified groups.</p>	<p>Collect and analyse relevant information and data about the community and visitors</p> <p>Identify opportunities for members of different groups to be involved in school life – eg speakers and visitors/ visits.</p> <p>Continue to invite to gender-specific club/ activity to promote engagement where there is low engagement (e.g., girls in PE).</p>	<p>Eliminate/ challenge unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Age</p> <p>Disability</p> <p>Gender reassignment</p> <p>Marriage and civil partnership</p> <p>Pregnancy and maternity</p> <p>Race</p> <p>Religion or belief</p> <p>Sex</p> <p>Sexual orientation</p>
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