

EQUALITY OBJECTIVES 2022-2023



Shrevenham
Church of England Primary School

All things are possible for one who believes

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Shrivenham CE Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect identity and difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

	Equality Objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty (Underline the aim that applies)	Protected Characteristics (Underline the groups to which it applies)
1	To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion, endorsing cultural capital amongst our pupils	<ul style="list-style-type: none"> -Children exposed to different cultures, faiths, religions through first-hand experiences including visits to places of worship and visitors from differing faiths. -School to foster links with the wider community, including the elderly. -Use the teaching of the curriculum to link to different cultures for children to gain a broader understanding of different ways of life eg: geography, art. - Children displaying a cultural capital; showing respect and tolerance towards other faiths, cultures and groups within the local and wider community. -Reduced Racial/prejudice reporting 	<ul style="list-style-type: none"> -RE lessons to incorporate the teaching of other religions and for children to gain a greater knowledge and understanding of different faiths. - Links to the wider community including the parish council, St Andrew's Church, Methodist Church and Café Inspire. - Visits from the Church on a weekly basis -Volunteers from the local community in the school, working with children, fostering relationships. -Visitors in school to share careers which go against gender specific roles eg: female space scientists. - Linking the wider curriculum to different cultures -Incorporate new texts into the school library which celebrate diversity - Teachers to use texts which link to different cultures - Read texts that encourage understanding of disabilities and lead children to question others' behaviours eg Wonder, Pig-Heart Boy - To celebrate identity and diversity within assemblies, , embedding our school values. - Immediate and clear communication with parents where racial/prejudicial incidents occur to eliminate further incidents. Clear lines of consequences for this nature of incidences. Zero-tolerance approach -Relationships Policy to be created 2022-23 	<p>Eliminate unlawful discrimination</p> <p><u>Advance equality of opportunity</u></p> <p><u>Foster good relations</u></p>	<p><u>Race</u></p> <p><u>Disability</u></p> <p><u>Gender</u></p> <p><u>Religion or Belief</u></p> <p><u>Sexual Orientation</u></p> <p><u>Age</u></p>
2	To enable all groups of pupils (especially students eligible for free-school meals, students	<ul style="list-style-type: none"> -Different groups make similar progress to all pupils -Closing the attainment gap for all pupils 	<ul style="list-style-type: none"> - High Quality Teaching for all -CPD opportunities for staff to improve teaching and learning opportunities including interventions 	<p>Eliminate unlawful discrimination</p>	<p><u>Race</u></p> <p><u>Disability</u></p> <p><u>Gender</u></p> <p><u>Religion or Belief</u></p>

	<p>with special educational needs and disabilities and Children we care for) to have equal opportunities to make progress and to be treated equally.</p>	<ul style="list-style-type: none"> - All parents/Carers across the school to feel welcomed and to be provided with the same level of communication and differentiated accordingly to ensure all can access. - All pupils including, Pupil premium children, fully participate in all aspects of school life. - Parents and children will attend activities and information meetings -Positive feedback from both parents and pupils across the school in bi-annual questionnaires and in school report -Improved attendance from these groups 	<ul style="list-style-type: none"> -Children to be provided with the same opportunities to make equal progress such as small group work focus, booster groups - Carefully monitor and track all groups of pupils ensuring all children make progress. Identify how to further support these groups. -Actively seek out parents, encouraging attendance at parents' evenings, pupil progress meetings. -ensure all parents are in receipt of information provided by the school eg: newsletters -Provide opportunities and experiences for all, using funding such as Pupil Premium where appropriate to enable all children to participate. -PP champion within the school (JH) -Monthly Drop-in/coffee sessions for parents. Monitoring of attendance of SEND and PP by SENDCo and PP Champion -Monthly drop-ins for all parents with a focus activity -All groups of children to attend trips, residentials and experiences – finance offered by Pupil Premium - Parent and pupil questionnaires Nov and July - Teachers who support, recognise, embrace and share similarities and respect and embrace differences to ensure that education is accessible to all eg: use of Chromebooks, 1:1 support, small group focus work 	<p><u>Advance equality of opportunity</u></p> <p><u>Foster good relations</u></p>	<p>Sexual Orientation Age <u>Socio-economic circumstances</u></p>
--	--	--	---	---	---

3	<p>All pupils to have a deeper understanding of equality and identify embedded through our personal, social and emotional education, enabling all pupils to develop a personal sense of well-being and worth.</p>	<ul style="list-style-type: none"> - Confident pupils who display a positive attitude towards those who are different to themselves - children who can identify that everyone is unique and special. -Pupils who recognise types of feelings and emotions and how these can vary from one person to another. - Pupils who speak of others with respect, regardless of their gender, religion, sexual orientation -Pupils who recognise and can describe how families can be the same or different - Following the scheme, the PSHE taught will be sequential and developmental - All pupils to feel and display confidence and have high self-esteem regarding their own identity and self –worth. 	<ul style="list-style-type: none"> -To develop our school’s PSHE, through the use of the SCARF and Jigsaw scheme, ensuring progression of knowledge and understanding across the ages. -The use of SCARF/Jigsaw to help teach and and embrace difference, including of disability, race, gender and sexual orientation <ul style="list-style-type: none"> - Engage parents by outlining the scheme and enable parents to consider and embrace different identities, diversity and cultures across the school -Use of SCARF Bus and its resources to facilitate celebrating difference <ul style="list-style-type: none"> - PSHE lessons to incorporate our SRE policy - High quality provision for Year 5 and 6 pupils to cover areas outlined in our SRE policy -Older pupils to cover areas in SRE such as adult choices of partners <ul style="list-style-type: none"> - Uniform offers gender neutral - British Values are taught across the school encouraging our children to live and breathe mutual respect and tolerance -Relationships Policy 2022-23 will echo the ethos we want to promote <ul style="list-style-type: none"> - Pupil and parent questionnaires demonstrate that children believe in themselves and are tolerant towards others. 	<p>Eliminate unlawful discrimination</p> <p><u>Advance equality of opportunity</u></p> <p><u>Foster good relations</u></p>	<p><u>Race</u> <u>Disability</u> <u>Gender</u> <u>Religion or Belief</u> <u>Sexual Orientation</u> <u>Age</u></p>
---	---	---	---	--	--