

Equality Objectives Policy Appendix



Richmond Primary School

<i>Review date</i>	October 2024
<i>Reviewed by</i>	Miss Moneypenny
<i>Next review date</i>	October 2025

ANNEX - EQUALITY OBJECTIVES: 2020 – 2024

Linked to Public Sector Equality Duty	Protected Characteristic	Aim	Success Criteria	Target group(s) e.g. whole school, girls, boys, SEN, staff etc.	Action	Who	Dates	Progress and impact
All aims of duty	All protected characteristics	To increase pupil, parent, staff, community and governors' awareness of the equality objectives and policy.	For all stakeholders to understand they have rights, how they can exercise their rights and understand how their rights link to responsibilities.	Whole school	Make sure the policy and action plan are effectively communicated to the whole school community, e.g. website, workshops, staff training and use of outside agencies.	SLT	Spring term	Policy uploaded on website Safeguarding training annually (Sept)
Fostering good relations	Race Religion and belief	To raise pupils' awareness of the diversity within school, the local community, nationally and across the world.	Improved understanding of the global community, the diversity within it and how this has shaped our future.	Whole School	Our new curriculum has been written to help raise pupil awareness and increase understanding of the diverse community in which we live as well as across the world. This is via studying key events and key people both from the past and today and their impact in shaping our future.	All staff	Autumn term	Review of the curriculum every term – SLT Pupil voice in response to the new curriculum to help shape the content covered.
					New books purchased to support the outcomes of our diverse curriculum, both fiction and non-fiction and foster greater awareness of key events/people for pupils.			Pupils are more aware of diverse groups/key events that have impacted the country/world as we know it today.
Eliminate unlawful discrimination	Sexual Orientation Race	To ensure that racism and homophobia is challenged consistently.	Reports of racist and homophobic incidents decrease.	Whole school	Utilise resources within PSHE- RSE, SMSC Whole school -Respect Day, BAME awareness, Black History month, LGBTQ awareness. Purchase reading materials reflecting different relationships.	PSHE leader Literacy Leader	Ongoing	SLT updated and implemented summer 2023

Advance equality of opportunity	Disability, Sex, Race	<p>To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced.</p> <p>To ensure that all pupils have the opportunity to participate in sporting events, representing the school.</p>	Pupils to make at least expected or better progress.	Whole School Groupings	<p>Children's progress to be tracked throughout the school – pupil progress meetings and issues surrounding race, gender, disability (SEN or G&T), socio economic background to be monitored and necessary interventions and appropriate staff training to be put in place.</p> <p>Increased competitive sporting activities and inter school partnerships to widen experiences for all pupils and raise awareness of diverse groups, by participating in Panathlon competitions, new for 2021/22, as well as all other competitions offered throughout the year.</p>	<p>Standards Subject leader Class teacher</p> <p>SSCO/PE Lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Regular pastoral meetings and SEND /disadvantaged group data analysis to track progress.</p> <p>SECAT /SSCO sporting activities increased for all pupils, including diverse groups.</p>
Eliminate unlawful discrimination	Sexual Orientation	To ensure that transgender discrimination is challenged consistently.	Whole school organisation is gender neutral.	Whole school	To ensure staff are aware of whole school policy and protocols to adhere to the Equality Act 2010.	Headteacher	Ongoing	Review of school uniform, and facilities such as toilets so they are gender neutral

Linked to Public Sector Equality Duty	Protected Characteristic	Aim	Objective	Target group(s) e.g., whole school, girls, boys, SEN, staff etc.	Action	Who's Responsible?	Dates from and to:	Progress and impact
Advance equality of opportunity	Disability, Race, Sex	To ensure that all pupils have access to test arrangements including end of Key Stage testing and 11+ examinations.	Greater % of pupils achieve pass mark in 11+ examinations and pupils make at least expected to good progress.	Groupings	Implement 11+ tutoring to a wider audience of pupils. Establish links with tutoring service and out of hours tutoring, including links with local Grammar schools.	SLT	Spring – summer Term	11+ weekly club in place and links with grammar signposted
Advance equality of opportunity	All protected characteristics	To raise pupil awareness of equality and diversity through the curriculum.	All pupils able to contribute to whole school equality and diversity issues.	Whole school	Pupil voice strategy through the use of pupil forum, champions, individual opportunity to increase pupil involvement and awareness of individual rights and responsibilities Equality and Diversity to continue to be discussed with children as part of PSHE/RSE and across the curriculum.	Pupil Forum Pupil Champions Individuals SENCO	Spring – summer Term	PSHE/RSE SOW reviewed
Eliminate unlawful discrimination	Age, disability, race	To improve accessibility of marketing and liaison with both existing and prospective parents	All parents and the wider community can access information on the school.	Parents Wider community	Produce prospectus, brochure and publicity materials in enlarged print or Braille and in additional languages when required. Improve access to the website for people with visual disabilities. Provide signing/interpreter opportunities to increase parent liaison when required.	SLT	Autumn term	All parents and the wider community are able to access information on the school.
Eliminate unlawful discrimination	Sexual Orientation	To ensure that transgender discrimination is challenged consistently.	Whole school organisation is gender neutral.	Whole school	To review key communication documentation to parents, within school, policy and whole school ethos so as to include the principles of the Equality Act 2010 and that we are an inclusive school: home/ school book, residential letters, admissions, changing for PE, toileting	SLT	Every 2-4 years (See rolling programme of policy review)	Whole school organisation is gender neutral.