Egremont Primary School

Equality Objectives 2022-2026

The Equality Act 2010 requires schools to publish specific and measurable objectives to protect people from discrimination on the basis of protected characteristics. Egremont Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our school 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.

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| Equality Strand | Objectives and Actions | Responsibility | Monitoring Strategies | Timeframes | Review/Outcomes |
| All | Raise Awareness of Equality & Diversity: ▪ Raise awareness of aims and objectives of the policy by sharing with staff and the wider community ▪ Ensure any selection panels are aware, and take account of the schools’ aims regarding equality and diversity ▪ Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness ▪ Introduce all aspects of statutory RSE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers ▪ Use the text-based approach to promoting, discussing and valuing all forms of diversity  | SLTSLT/GovernorsSLTSLT/ RSE LeadDHT | Through the TOCInformation on websiteStaff developmentRSE policy and consultation | OngoingTermly reviewOngoingSept 22 and monitoring thereafter |  |
|  | Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school’s diversity in terms of race, gender and disability: ▪ Through a wide range of opportunities, promote diversity through all aspects of the curriculum, eg. resourcing, aspects of study, through literature, a focus on historical figures & significant people, through displays ▪ Ensure the school calendar and school displays reflect the opportunities to reflect and remember the importance of diversity ▪ Recognise and represent the talents of disabled people in curriculum programmes and ensure representation on the programmes fully reflects the school populations in terms of race and gender ▪ Ensure that the choices around the curriculum reflect the ‘Egremont Way’ – i.e. in history, looking at and comparing the roles of different people, including a focus on gender and race* Ensure that the texts used across the curriculum promote and teach diversity
 | SLT and curriculum leadsSLTWhole schoolSLT and curriculum leadsDHT/English leads | Review of displays, resources, curriculum contentMonitoring of events throughout the yearOverview of people of interest across the curriculumCurriculum overviewsText overviews | OngoingOngoingOngoingOngoingOngoing |  |
|  | Ensure tolerance and respect towards individuals who identify with any of the protected characteristics:* Ensure regular analysis of any negative behaviour incidents to identify patterns related to protected characteristics, eg, racism, LGBT, and ensure any necessary action is taken to mitigate this, eg. Further education, involvement of parents/carers
* Utilise assembly opportunities to promote equality and diversity and to tackle issues of discrimination for any protected groups
* Respond to world news/ current affairs issues in relation to the protected characteristics of any individuals or groups through assemblies, PSHE and RSE
* Continue to promote the school’s position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and British Values
* Deliver a programme of RSE that goes beyond the statutory content and is reflective of the contextual and non-contextual demographics for Egremont
 | SLTSLTTeachers/ Curriculum leadsSLTSLT | Review of CPOMSReporting to governorsSLT to monitor weekly assembly focusCurriculum overviews and analysis of response to current affairsCurriculum overview – Christopher Winters | OngoingOngoingOngoingOngoingOngoing |  |
|  | Promote high standards of attainment and progress for all pupils and ensure that nobody is disadvantaged by any of the protected characteristics: * Monitor and analyse pupil achievement at key intervals reflecting gender, socio-economic background, ethnicity and disability. Take necessary action to address gaps that might exist
* Monitor engagement and uptake at any extracurricular activities or enrichment provision to ensure these opportunities are accessible to all
 | SLTPastoral lead/SLT | Data reviewVenn diagramsReview of attendance registers | OngoingOngoing |  |

