



St George's CE Primary School

Equality Objectives 2021 - 2025

Last annual update to show compliance: December 2023

Next review to show compliance: December 2024

Introduction - The Equality Act 2010

Since April 2011 all public bodies, including all local authorities and all schools have been bound by what is known as the Public Sector Equality Duty (Section 149 of the Act). Schools and local authorities have a general duty and specific duties:

1. A general duty to promote equality

Schools must have regard to the need to:

- i. **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by the Act.
- ii. **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it by:
 - removing or minimising disadvantages suffered by people which are connected to a particular characteristic
 - taking steps to meet the particular needs of people who have a particular characteristic
 - encouraging people who have a particular characteristic to participate fully in any activities.
- iii. **Foster good relations** between persons who share a relevant characteristic and persons who do not share it. Schools need to consider how they tackle prejudice and promote understanding through the curriculum, community cohesion and anti-bullying policies.

2. There are TWO specific duties for schools:

- i. **To publish equality information** annually, which show compliance with the duty.
- ii. **To prepare and publish one or more equality objectives** at least every four years.

Area	Objectives	Action	Responsible	Monitoring & Evaluation	Annual Update December 2023
Disability	Pupils and visitors with disabilities feel welcomed and are supported to achieve their potential.	<ol style="list-style-type: none"> 1. Curricular opportunities are planned to understand what disability is and how it affects people. 2. Use every opportunity to challenge stereotypes. 3. To be open and welcoming to all pupils and parents with a disability, making arrangement where possible to accommodate them practically. 4. Continue to consider physical disability in the building - see Accessibility Plan. 5. Work with specialists to ensure disabled pupils are given the best opportunities e.g. speech therapists, hearing and sight specialists. 6. Provide an active and differentiated curriculum for all pupils to access and ensure all pupils can take part in school activities. 7. At Reception, and for new arrivals and interviews etc. enquire if there are any arrangements we need to make to cater for any specific disabilities. 8. Log any equality issues and action taken. 	<p>Headteacher</p> <p>SLT</p> <p>SEND Co-ordinator for specific actions.</p> <p>All staff</p> <p>Governors</p>	<p>Incident Logs</p> <p>Collective Worship</p> <p>Curriculum planning</p> <p>Displays</p> <p>Governor visitor records</p> <p>Pupils' work</p> <p>Headteacher's data reports to Governors.</p> <p>Meeting between SEND Governor and SENDCo</p> <p>Records of School Council Meetings</p> <p>Pupil attainment and progress data reviewed in Pupil Progress meetings</p> <p>Feedback from different groups</p>	<p>All relevant incident logs correctly recorded and shared with Local Authority.</p> <p>SEND policy review update completed.</p> <p>Accessibility plan reviewed.</p> <p>Achievement for all promoted throughout school.</p> <p>Positive behaviour policy implemented to support all pupils, including those with disabilities achieve their full potential.</p>

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Gender	Attainment and achievement data for boys and girls reveals the school's priority to 'diminish the difference' and promote greater equality in core subjects.	<ol style="list-style-type: none"> 1. Monitor the performance of boys and girls, analysing data and addressing any issues and gaps. 2. Ensure the curriculum has both boy/girl friendly opportunities as well as gender neutral. 3. Avoid stereotyping girls / boys into one direction and encourage pupils to see the qualities and skills they have as being diverse. Celebrate a variety of relationships at home. 4. Promote positive images of role models across the school. 5. Ensure uniform is not restrictive to avoid any transgender barriers. 	Headteacher SLT Curriculum Leader Core Subject Leaders All staff, in particular class teachers and class TAs. School Council Leader Governors	Curriculum Maps Pupil attainment and progress data reviewed in Pupil Progress meetings Core Group Meetings School Council Meetings Headteacher's Reports to Governors	Performance of attainment, achievement and attendance monitored with regards to gender. Actions taken to address any attainment gaps/attendance concerns. Removal of girl/boy divide in sporting reward club and made it year group focused.
Culture / Ethnicity	Children, from a largely white, English speaking community in Dorset, continue to develop a positive and supportive view and understanding of different cultures, and ethnic diversity.	<ol style="list-style-type: none"> 1. Continue to increase curricular opportunities to understand different countries, cultures, languages and backgrounds. These to include continued links to other schools at home and abroad and appropriate visits and visitors. 2. Always alert to challenging prejudice and stereotypes. 3. To be open and welcoming to all pupils and parents of different ethnic backgrounds. 4. To monitor our provision through data analysis to ensure we are meeting the needs of specific groups e.g. EAL children and if necessary to take appropriate action. 	Headteacher SLT Curriculum Leader SEND Co-ordinator, in particular EAL All staff Governors Safeguarding Governor	Curriculum Maps Lesson plans Collective Worship Feedback (e.g. parent surveys) Data analysis and Pupil Progress Meetings Incident Logs	Celebration of Diversity month in October which included teaching and learning about Black History, home learning activities, themes in Worship and class readers chosen to support this.

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		5. Log any equality issues in this area with action taken.			
Religion	Pupils have a sound understanding of Christianity and value, understand and respect the variety of religious beliefs and spirituality and recognise their importance to the lives of us all.	<ol style="list-style-type: none"> 1. Continue to provide a breadth and depth of curricular opportunities to understand what religion is, and what it means to people. 2. To continue to make Collective Worship a very central and vital part of each school day. 3. To explore other religions as well as Christianity and to increase the number and variety of faith speakers that visit the school. 4. To be open and welcoming to all pupils of differing religions and to challenge stereotypes. 	Headteacher SLT RE Co-ordinator Reverend All staff Governors	Curriculum Maps Collective Worship RE link governor visits Feedback (e.g. parent surveys)	Detailed teaching of all religions through our R.E curriculum. Collective worship not solely focused on Christianity. Journey Day to be held Easter 2024
Sexual Orientation	A zero tolerance to homophobic and transphobic language and behaviour.	<ol style="list-style-type: none"> 1. Promote respect for ALL through our Christian ethos and curriculum. 2. To be welcoming to parents and families respective of their sexual orientation. 3. All staff to address and challenge homophobic and transphobic language and behaviour whenever it arises and log incidents and action taken. 	Headteacher SLT Curriculum Leader All staff Governors	Curriculum Maps Feedback (e.g. parent surveys) Incident logs Headteacher's Report to Governors	PSHE scheme - SCARF, including RSE taught across the age range to ensure all children have the knowledge and understanding of this topic..

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Recruitment and Selection	Ensure a fair and transparent recruitment process without discrimination.	1. Ensure that recruitment and selection procedures adhere to current legislation and guidelines.	Headteacher Safer Recruitment Governor	All correspondence will have equality and diversity statements. The selection and recruitment process and documents will fit current legislation and guidance.	All recruitment completed within this timeframe has been fair without discrimination.