



In giving due consideration to our duties under the Equality Act, we are committed as a school to applying the equality duty to help us identify issues and shape policies that will ensure we meet the needs of different groups of learners whose interests are protected by the Act. Furthermore, when reviewing school policies and procedures, we are also committed to considering emerging equality issues.

Ways in which we will promote the equality duty as a school:

- Collating and analysing information and data on all aspects of school life to ensure that policies and practices are attuned to the needs of different groups of pupils.
- Analysing school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to narrow the gap between them, the remainder of the cohort and national attainment averages.
- Eliminating potential discrimination to balance the interests of our pupils, ensuring best possible educational outcomes; for example guaranteeing accessibility for disabled pupils around the school site and during field trips / educational visits.
- Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality.
- Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
- Upholding standards of good behaviour outlined in the behaviour and safeguarding policies to ensure all pupils feel safe and secure.
- Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximize their full potential as learners, citizens and human beings.
- Supporting effective partnerships by encouraging initiatives among pupils, parents, carers, and members of the local community

Objective monitoring November 2019:

Objective	Actions	Impact
Monitor and analyse pupil attendance, attainment and achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Monitoring of attainment and achievement carried out by SLT at the start of 2019-20 academic year. Trends in pupil attainment passed on to phase managers and class teachers to ensure that interventions and support are provided for groups where attainment is lower than the rest of the year group.	Specific underachieving groups are identified and planned for: Focus for 2019-20: to improve the performance of boys in reading across the school. To offer additional support for Summer born children across the school.
Ensure that the Curriculum continues to promote diverse role models that young people positively identify with. Curriculum planning should reflect a wide range of diverse historical and cultural influences. When planning assemblies and curriculum opportunities staff	New primary curriculum schemes of work are proactive in addressing all forms of discrimination, and in promoting equality. Curriculum reflects a wide range of diversity in content (class reading books)/ topics/ influences. Rising Stars history and geography schemes actively promote learning about a range of people/ groups from a wide variety of cultural backgrounds.	SLT continue to monitor diversity within schemes of work and texts used in classes. New schemes ordered for 2019- 20 to give due consideration to the backgrounds of our school population. PSHE scheme (You, Me and PSHE) includes taught units on Identity, Society and Equality for years 1,3,4,5 and 6. Pupils experience a diverse curriculum of learning that covers a wide range of cultural figures and influences.
Engage with organisations that challenge prejudice (e.g. Show Racism the Red Card).	All curriculum schemes of work are proactive in addressing all forms of discrimination, and in promoting equality.	Organisations booked for 2019 20 include Show Racism the Red Card- Year 6 November 2019, and workshops on Judaism in October 2019. Black History Month units planned for all year groups from Reception to Years 6 focusing on significant historical figures and the civil rights movement.
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (e.g. monitor involvement in the School Council, class assemblies, access to extended school activities)	All pupils given opportunities to contribute to life of the school; action taken to address any under- represented groups. Mini Vinnies, school council, school choir, sports teams and digital leaders all selected via meritocratic means- application/ audition.	A diverse range of pupils are given the opportunity to represent the school and partake in additional curriculum opportunities.
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	International evening October- children learn about Black History Month in classes. Assemblies led by DHT and class follow up learning in class using the Espresso platform. November- children learn about Remembrance Day and the impact on countries all around the world. Current affairs quiz club set up to learn about world events at lunchtimes, y4,5, 6. Curriculum planned	Children learn about significant figures and cultures from all around the world. Project based learning linked to cultural diversity takes place across the year.
Ensure that school learning materials, displays and promotional material promote diversity in terms of race, gender and disability.	Diversity reflected in the school displays and promotional material across all year groups.	Teachers and SLT to continuously monitor displays to ensure that they reflect the diversity of society and the school and local population.
Identify, respond and report racist/ homophobic incidents as outlined in the plan. Report the figures to the Governing Body/Local Authority on a termly basis.	Staff are regularly reminded and briefed on protocols for recording and monitoring such incidents. SLT monitor log on central server and identify teaching resources to address and issues and patterns arising.	Incidents are monitored and patterns to ensure that incidents of hateful behaviour (racist/ sexist/ homophobic) are minimised and dealt with through an educational approach, i.e., additional pshe. Staff feel confident in recording and logging any such behaviour.

