

Eaves Primary School

'Excellence in Everything'



Equalities Objectives 2021- 2024

Status	Statutory
Responsible Governors' Committee	Resources
Date first approved by GB	March 2010
Responsible Person	Mrs N Kearney
Review Date	December 2024
Last Amended Date	December 2021

In line with the Equalities Act, 2010 and the school's Equality Policy and Public Sector Equality Duty commitment statement, the following objectives demonstrate the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.

These objectives have been arrived at following discussions with members of the school community, an analysis of pupil progress and a review of the school's developing population over recent years.

Progress against these objectives will be monitored termly by reports to Governors and will be formally reviewed annually over the next four years. The timescale and procedures for monitoring the objectives may be amended in the light of new guidance or changes to relevant legislation.

Objective	Success Criteria	Actions and Persons responsible	Timescale and monitoring
<p>1. To ensure that boys achieve the high levels of progress achieved by girls in reference to reading and writing</p>	<p>(a) That boys make the same high levels of progress in reading and writing as measured by National Performance tables.</p> <p>(b) That boys become fluent readers and confident writers and at transition to secondary school they achieve appropriate levels of progress and achievement.</p> <p>(c) The gap in terms of progress and achievement in literacy skills between boys and girls is no longer apparent</p>	<p>(a) There is an increased awareness amongst staff and parents of the need to raise literacy skills in boys to achieve progress in line with girls.</p> <p>(b) Appropriate resources are provided to further engage boys in the development of reading skills – to include digital learning opportunities and specific catch - up opportunities to ensure boys are reading more at home</p> <p>(c) Increased opportunities for parents to improve their skills in encouraging boys' reading at home.</p>	<p>In line with whole school planning, pupil premium strategy and identified areas for improvement. The progress of boys' literacy skills will be monitored termly by means of NFER and other national standardized tests and by close analysis of teacher assessments.</p> <p>Formal monitoring points in the first instance will be: November – 2021 July – 2022</p> <p>Thereafter monitoring will take place at the end of each term and be included in reports to the governing body.</p>

		Responsibility will lie with the lead practitioner for English. All classroom teachers, Senior Leaders and parents	
<p>2. To ensure staff are appropriately trained in relation to the teaching of the RSE (Relationships Sex and Health) statutory requirements from Autumn 2021. With specific reference to the teaching of the protected characteristics.</p>	<p>(a) To further raise staff awareness regarding the statutory requirements of the RSE curriculum</p> <p>(b) That all staff are fully aware of their responsibilities regarding the teaching of the protected characteristics</p> <p>(c) That parents are appropriately consulted regarding the curriculum details of RSE and of their parental rights in relation to the statutory requirements</p>	<p>(a) An initial whole staff training session – followed by regular updates and reference to DFE and Ofsted statutory guidance</p> <p>(b) A policy will be in place, training of all staff completed and governors briefed on their responsibilities.</p> <p>(c) The implementation of the curriculum into each class timetable, appropriate resources in place and external guidance gathered in relation to teaching, assessment and ensuring the views of the school community are taken into</p>	<p>Monitoring will be by termly reports to governors and by the establishment of a means of capturing feedback from parents, pupils and staff.</p> <p>The delivery of the curriculum will be closely monitored by SLT and the views of pupils and parents gathered at appropriate times and taken into account</p> <p>There will be a formal review of implementation in the spring term.</p> <p>The views of the school community will be sought by questionnaires and this will</p>

	<p>(d) That the school fully meets its statutory obligations in the teaching of the protected characteristics</p> <p>(e) that the appropriate views and needs of any member of the school Community who has any of the protected characteristics is taken into account.</p>	<p>account</p> <p>(d) the governors have overall responsibility for ensuring that all statutory requirements are met. The day to day implementation and monitoring will be delegated to the SLT and lead teacher for PSHE</p>	<p>inform the annual review.</p>
--	---	---	----------------------------------

<p>3. To ensure that all pupils are more aware of the ethnic and cultural backgrounds of their peers and the wider community and also have an increased understanding of the need to treat others fairly in line with our school beliefs.</p>	<p>(a) That any examples of racist or homophobic acts are reduced to nil.</p> <p>(b) That pupils have an increased awareness of the different races and cultural backgrounds which form our school community.</p> <p>(c) That pupils are more aware of the impact of sensory or physical disability on the lives of others in their local and the wider community.</p>	<p>(a) By the use of appropriate programmes pupils are made aware on any inherent prejudices they may exhibit and of the importance of treating all other pupils and adults with mutual respect and understanding.</p> <p>A log is maintained regarding any possible examples of inappropriate racist or homophobic behaviours and how they are robustly and fairly dealt with.</p>	<p>Monitoring will be by termly reports to governors and evidence will be gathered by feedback questionnaires, the analysis of incident logs and information gathered by the school council.</p> <p>Implementation and strategy planning will initially be the responsibility of the SLT and then by teaching and support staff in consultation with the school council.</p>
--	--	---	--

		<p>(b) By the continuing development of cultural awareness events through food, art, dance and music pupils, parents and staff will gain an increased knowledge of the cultural diversity of our school</p> <p>(c) A termly programme of awareness raising through assemblies, curriculum opportunities and visits by relevant bodies will be implemented to continue to extend understanding of the lives of those with sensory or physical disabilities.</p>	
--	--	--	--