

## Hitherfield Primary School & Children's Centre

### Equality Objectives September 2016

The Equality Act 2010 replaced all existing equality legislation. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups. The protected groups are: age, gender reassignment, disability, race, religion or belief, gender, sexual orientation and pregnancy /maternity.

The general duty is set out in Section 149 of the Equality Act 2010. **In summary all public bodies and schools must have due regard to the need to:**

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

**Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives** which will help them to further the three aims of the Equality Duty. In setting our objectives the school will:

- Set objectives that are appropriate to our size and circumstances.
- Set objectives that address the most pressing issues facing the protected groups, that fit the school's needs and are achievable in an appropriate timescale.
- Align the objectives with the normal planning of the school, including self-evaluation and the school development plan.

**The objectives will be published on the school's website.**

#### **Evaluation and Moderation of the Equality Objectives**

The Learning and Personal Development Committee of the Governing Body will evaluate and moderate progress towards the objectives. The committee will present its evaluation to the full Governing Body. The LAPD Committee will ensure the school's objectives are published every four years.

## Equality Objectives 2016 – 2020

Objective	Targets (measurable)	Actions	Timescale	Evaluation (end of cycle)
<p>1. To narrow the gap between key groups and the national averages for non- key groups at the end of KS2</p>	<p>Improve the outcomes of pupils entitled to the Pupil Premium (PP), ensuring percentages of PP pupils attaining the expected standard and at Greater Depth are in line with national non- PP averages.</p> <p>To ensure there is no significant difference in outcomes for boys and girls.</p> <p>To ensure there is no significant difference in outcomes for different ethnic groups.</p> <p>To ensure pupils with SEND are making at least expected progress from their starting points.</p>	<p>Ensure the spending of the PP Premium is effectively used and the PP Strategy is up to date. Track the progress of every PP child and support where and when necessary.</p> <p>Monitor outcomes and take proactive action with regards to support and curriculum.</p> <p>As above</p> <p>As above. Undertake a SEND review of provision and implement recommendations</p>	<p>Two years – September 2018</p> <p>Two years. One year review in September 2017</p> <p>As above</p> <p>As above</p>	<p>Mid-cycle: 2017 KS2 outcomes show PP Pupils attaining 74% RWM, which is above the national average of 61%.</p> <p>Mid-cycle: 2017 KS2 outcomes show boys and girls attaining well above national RWM combined and no significant difference between them.</p> <p>Focus group of BCRB attained 68% RWM combined, again above national average.</p> <p>SEND pupils consistently making at least expected progress and many Exp+. SEND Review undertaken with the following recommendations:</p> <ol style="list-style-type: none"> <li>1. Improve still further the accountability for pupils with SEND - All teachers consistently to understand that they are responsible for the learning of all pupils in their class. For all class teachers to have knowledge and understanding of pupils' individual needs and for them to develop further their practice to meet those needs.</li> </ol> <p>Consider ways forward for teaching assistants to evaluate the impact of their support and ensure that this then helps inform teachers in their planning. Develop further the model of support as seen in upper KS2 and year 1 phonics depending on the needs of the pupils.</p> <ol style="list-style-type: none"> <li>2. As planned, review the role of the SENDCO(s) - Consider one colleague to provide an overview of the provision.</li> </ol>

				<p>Develop the opportunity for SENDCO responsibility in the early years to build and develop further on family relationships and pick up on language opportunities.</p> <p>3. Consider specific the teaching of GPS and particularly spelling in a discrete and systematic way – to minimize gaps that are picked up during KS2.</p>
<p>2. To increase understanding of equality through teaching across the curriculum.</p>	<p>Curriculum areas will reflect the diversity of our school community.</p> <p>Attain the UN Rights of the Child award.</p>	<p>Review curriculum on an annual basis. Take up appropriate opportunities to celebrate cultural diversity of school and London.</p> <p>Target in SDP. Preparations Apply in 2017/18.</p>	<p>On going – review annually</p>	<p>2017 Review: Curriculum reviewed at end of year. Edible Playground now taught across all year groups.</p> <p>2017 Review: Pre-application evidence being collected by new PHSE School Improvement Leader</p>
<p>4. To ensure the school building/s and all activities are accessible to all pupils regardless of any disability.</p>	<p>To offer further opportunities to all pupils across the school's provision.</p>	<p>Consider the accessibility of any new developments or when improvements are made.</p>	<p>4 years – on going</p>	<p>2017 Review: New outdoor classroom to be fully accessible.</p>
<p>4. To ensure equality amongst all staff in terms of pay.</p>	<p>To work with contractors of staff who provide a regular service to the school to ensure parity of pay – London Living Wage</p>	<p>To include this in any Service Level Agreements as and when they are reviewed.</p>	<p>4 years from June 2017.</p>	<p>2017 Review: To be included in new SLA for cleaning contract.</p>