

## Hitherfield Primary School & Children's Centre

### Equality Objectives January 2021

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 2021 – 2024

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 2023</p> <p>Two years. One year review in September 2022</p> <p>As above</p> <p>As above</p>	<p>Mid-cycle: 2022 KS2 outcomes</p> <p>Mid-cycle: 2022 KS2 outcomes for boys and girls</p> <p>There are no significant difference in outcomes for different ethnic groups.</p> <p>SEND pupils making at least expected progress and many Exp+. SEND Review undertaken with the following recommendations:</p> <ul style="list-style-type: none"> <li>● All class teachers have the knowledge and understanding of pupils' individual needs and for them to develop further their practice to meet those needs.</li> <li>● Consider ways forward for teaching assistants to evaluate the impact of their support and ensure that this then helps inform teachers in their planning.</li> </ul>
<p>2. To ensure the school is inclusive and promotes anti-racism.</p>	<p>Through the Inclusion and Anti Racism Working Party imbed inclusivity across the school:</p> <ul style="list-style-type: none"> <li>● Curriculum areas will reflect the diversity of our school</li> </ul>	<p>Review the whole Hitherifeld curriculum</p>	<p>Tanzanian and Migration topics in 2021. Whole</p>	<p>Tanzanian topic - positive feedback on changes made - teachers more reflective on messages being given. Migration - big changes made and positive feedback from parents. More</p>

	<p>community and the messages given are not stereotypical.</p> <ul style="list-style-type: none"> <li>To develop staff knowledge of racism and race, to include the presences and impacts of racism in education, and more broadly in society. To present to staff what it means to develop an anti-racist practice in school. To begin to develop understanding on unconscious bias and its place in pedagogical practice</li> <li>Engaging the wider community in supporting the curriculum and policy making.</li> </ul>	<p>Ongoing workshops and reading for staff</p> <p>Through the working group establish a parents forum</p>	<p>curriculum review in 2021/22</p> <p>January 2021 and ongoing</p> <p>September 2020 and ongoing.</p>	<p>work on this topic is required. Plans for the next academic year to review the whole school curriculum.</p> <p>January INSET launched this work. Ongoing and plans in place for the September session. Plans for a book group to start next academic year.</p> <p>School identified as model of Parents' Forum. Visit planned for next academic year.</p>
<p>3. To increase the diversity of staff at all levels and the Governing Body</p>	<p>Staff at all levels and the Governing Body increasingly reflect the school community.</p>	<p>Ensure current staff are supported to further their careers, especially staff from ethnic minorities.</p> <p>Ensure the school is attractive to potential staff from ethnic minority groups.</p> <p>When opportunities arise, aim for the widest possible pool of applicants.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As and when</p>	<p>The percentage of staff from ethnic minority groups increases at all levels.</p>