



Trinity St. Peter's

Church of England Primary School

where children shine

Equality Objectives 2022 - 2026

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.

We are committed to meeting our Public Sector Equality Duty to:

- (a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
 - (b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
 - (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- We shall achieve this through:

- Implementing required policies and procedures
- Ensuring appropriate training for our staff
- School assemblies and special events
- Our curriculum and interaction with all members of our school community
- Our communications, website and publications
- Our ethos and values
- Appropriate oversight by school leaders and Governors
- Our identified school objectives

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 further raise and then sustain staff awareness of the importance of ensuring equality of opportunity for all members of the school community.</p>	<p>(a) To further raise staff awareness in order that all staff and governors are aware of their responsibilities under the Equalities Act 2010.</p> <p>(b) For that awareness to be manifested in all areas of school life including interactions between adults and between adults and children and between all children.</p> <p>(c) That the school’s mission and vision statement is demonstrated in practice across the school community.</p>	<p>(a) A whole staff training session – followed by an annual update.</p> <p>(b) The capturing of events, curriculum opportunities and individual actions by means of school assembly celebrations and regular pupil awards. Recognition of staff actions and initiatives through social media, staff communication and reports to governors.</p> <p>(d) The implementation of an annual calendar of whole school events to focus on the mission and vision statement and enable opportunities to share awareness of the relevant protected characteristics.</p>	<p>Responsibility for implementation and monitoring will lie initially with the SLT and then all staff and governors. They will be supported by the Pupil Voice Groups.</p>
<p>Progress to date: 2022 – Whole School Staff Training has taken place March 2022.</p>			

<p>2. To ensure that all pupils are more aware of the ethnic and cultural backgrounds of pupils in other areas of our local community and to broaden their experience of other cultures across the world.</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>(d) Pupils speak positively about all members of the protected characteristics of disability; sexual orientation; gender; race; religion or belief</p>	<p>(a) By the use of appropriate programmes pupils such as Picture News, Jigsaw PHSE children 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>Also, that 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 term/ly reports to governors and evidence will be gathered by feedback questionnaires, the analysis of incident logs and information gathered by the school.</p> <p>Implementation and strategy planning will initially be the responsibility of the SLT and then by teaching and support staff</p>
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		<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> <p>(d) Re-Application of awards such as Global Neighbours, Rights Respecting Schools etc.</p>	
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Progress to date:

2022 Jigsaw PHSE purchased and embedded in all year groups across the school

<p>3. To continue to embed global citizenship within the school curriculum, engaging students to celebrate their own cultural identity and to foster respect for other cultures, languages and religion.</p>	<p>Our learners will:</p> <ul style="list-style-type: none"> (a) explore and make sense of the big issues in the world. (b) think critically and creatively about topical and controversial issues think about issues and events and consider them from a range of perspectives. (c) communicate with people from a range of countries and cultures. (d) develop self-awareness and a positive attitude to difference. (e) reflect on the consequences of their own actions now and in the future. (f) link learning to taking responsible action as courageous advocates. (g) participate in society as active and responsible global citizens 	<ul style="list-style-type: none"> (a) Continue to develop links with St. Peter's Church in Uganda. (b) Audit of Global Citizenship across whole school with a focus on curriculum change. (c) Global Citizenship as focus in whole school assemblies, through prayers, stimuli and discussion. (d) Important days included in school calendar. (e) Global Citizenship covered on the website, as well as Twitter and blogs when appropriate. (f) Participation in a variety of activities i.e. Sports Relief, World Food Day, Toilet Twinning Day. (g) Monitor and evaluate current language curriculum (Spanish). (h) Review curriculum impact within current global links 	<p>Each subject leader monitors and evaluates the impact - as outlined in the Global Citizenship Policy - through the scrutiny of books, class Twitter accounts and blogs, speaking to pupils and class teachers. This is then reviewed by the Assistant Headteacher and the named RE governor.</p>
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Progress to date:

2023 Events are embedded in the school's calendar throughout the academic year

<p>4. To ensure that all pupils receive Quality First Teaching to in order to fulfill their potential regardless of gender, race, ability or socio-economic status so as to improve the outcomes for all children (especially for our Pupil Premium and SEN pupils) so the gap between groups continues to decrease.</p>	<p>Children are achieving the challenging targets they are set.</p>	<p>(a) A school development plan objective which is further refined in the school's English and Mathematics Action Plans;</p> <p>(b) staff appraisals are directly linked to closing the gap of lower attaining pupils and Pupil Premium money is spent effectively.</p>	<p>SLT will regularly monitor and review the attainment and progress of this group so that timely and relevant action is taken and we will ensure the funding is focused on facilitating better outcomes.</p>
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Progress to date: 2023 – Attainment and Progress Data