



The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act, by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

In producing this document we have identified evidence already in our school, within policies and practice. We have examined how our school engages with the protected groups and have identified where practice could be improved. The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Objectives are based upon analysis of data and other evidence which focus on areas where action is required to improve equality. These objectives will be reviewed regularly to ensure that we are meeting our equality objectives.

Objective 1

Continue to ensure good and outstanding achievement of all groups across the school by narrowing gaps, ensuring expected progress and tracking previous attainment.

- Use pupil progress meetings to identify pupils, track their progress and carefully plan next steps
- Identify any groups who are not meeting their targets or making expected progress
- Decide upon which pupils require which interventions

Objective 2

Eliminate discrimination and other conduct prohibited by the Act

- Ensure school policies and procedures promote equality of opportunity
- Ensure all staff are aware of our responsibility with regards to the equality act
- Ensure our school curriculum promotes tolerance of all groups

Objective 3

To raise the achievement and progress of all SEND pupils

- Rigorous monitoring and tracking of attainment and progress
- Performance tracked and analysed
- IEP's planned with child and parents
- Plan carefully to incorporate child's strengths and weaknesses
- Select appropriate intervention and any 1:1 support where necessary
- Staff training and support from SENCO and SEND TA
- Ensure reasonable adjustments are in place
- Provide outside agency support when necessary

ST. ANDREW'S C.E. PRIMARY SCHOOL
Equality Objectives



Protected Characteristic	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Race equality policy Data on admission Termly reports on racial incidents to GB Low number of reported racial incidents	Celebration of differences Curriculum Assemblies School policies Value differences Inclusion team	Celebration of differences Curriculum Assemblies Good links with parents Parent Support Advisor School policies promote equality Job descriptions for staff School values School displays promote diversity
Disability	School policies Inclusive practices Feedback from parents/questionnaires Termly reports to GB Assessment data Purchase additional resources – auxiliary equipment	School policies Raising attainment Tracking progress Inclusion team	Good links with parents Parent Support Advisor Assemblies SEND meetings/structured conversations School values School displays promote diversity
Gender	Admissions process Recruitment process Gender equality scheme Tracking data	Recruitment process School policies Raising attainment of girls in KS2 Maths Tracking progress PPMs	Good links with parents Parent Support Advisor School values
Gender Reassignment	Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices Inclusion team	Good links with parents Parent Support Advisor Admissions process School values
Pregnancy and Maternity	Policy for expectant parents Reasonable adjustments in place to support Regular meetings Risk assessment	Continue good practice Paternity leave	Following policy Continue to make reasonable adjustments to ensure they are supported at work School values
Age	Employment/recruitment process	Recruitment process	Recruitment process School values
Religion and Belief	Admissions procedures Employment documents Balance of staff employed	Celebration of differences Curriculum Assemblies	Celebration of differences Curriculum Assemblies Good links with parents Parent Support Advisor School values School displays promote diversity
Sexual Orientation	School policies Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices Inclusion team	Good links with parents Parent Support Advisor Admissions process School values

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