



Shotley Bridge Primary School Equality Objectives

Approved by:	Governing Body	Date: February 2023
Last reviewed on:	February 2023	
Next review due by:	February 2024	

Equality Duty Information

At Shotley Bridge Primary School, we believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between our pupils. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Having *due regard* means that at Shotley Bridge Primary School, we are consciously thinking about the three aims of the Equality Duty as outlined above – for instance:

- When making a decision which may have implications for people with particular characteristics;
- When developing and implementing school policies;
- Minimising or removing disadvantages experienced by people due to their protected characteristic;
- Encouraging people with protected characteristics to participate in school activities where their participation is low

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics. The protected characteristics are as follows:

- age
- disability
- gender identity/reassignment
- marriage/civil partnership
- pregnancy & maternity
- race
- religion or belief
- gender/sex
- sexual orientation

These protected characteristics are considered when planning teaching and learning and monitoring the wellbeing of all of our pupils and, as appropriate, children are taught about these characteristics in a manner suitable to their age.

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the following different groups is removed, or at least remains less than the gap nationally.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability: We are committed to working for the equality of people with and without disabilities		
How we are building upon current opportunities	How we foster and promote community cohesion	Impact
<p>We have an accessibility plan that we regularly review.</p> <p>We provide good quality training for our staff on inclusion.</p> <p>When required, we gain external advice and support from different professionals</p> <p>We will make reasonable adjustments to provide auxiliary aids for pupils with disabilities.</p> <p>There is a designated Governor for SEND</p> <p>Specific targeted support where appropriate</p>	<p>Our school admissions criteria welcome all pupils.</p> <p>We create opportunities for seamless transition from local nurseries to our Reception unit.</p> <p>Regular meetings with parents</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience in lessons, assemblies and circle time.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p>	<p>Children experience a positive start.</p> <p>Parents are kept well informed.</p> <p>Parents of children with medical conditions such as Asthma and allergies feel confident when sending children to school (Parent Questionnaires and verbal feedback)</p> <p>Positive relationships with parents, school and home working in partnership to support the child</p> <p>Effective inclusion of children with disabilities</p>

Race/Ethnicity - including EAL Learners: We are committed to working for the equality of all ethnic groups		
How we are building upon current opportunities	How we foster and promote community cohesion	Impact
<p>Initial assessments are completed promptly for new arrivals and support plans are put into place. This may include interventions and 1:1 support.</p> <p>Identification of appropriate provision and monitoring of impact</p> <p>Children are partnered with a child in the class to support them in carrying out tasks in the daily routine of the school</p> <p>Identification of barrier and ways in which to address these open door policy</p>	<p>We provide a wealth of opportunities for children to learn about different cultures and utilise community and parental resources to achieve this.</p> <p>We ensure that the curriculum and ethos of the school challenges racism and stereotypes.</p>	<p>Children experience a positive start</p> <p>Parents are well informed</p> <p>Effective relationships are created between parents, school and home.</p> <p>An ever developing curriculum that supports all pupils to understand, respect and value difference and diversity.</p>

Gender Identity: We are committed to working for the equality of both sexes

How we are building upon current opportunities	How we foster and promote community cohesion	Impact
<p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We identify specific boys and girls for intervention.</p> <p>We create opportunities to meet the interest of groups of children.</p> <p>Sports teams are equally represented by boys and girls where there is an interest.</p> <p>Our pupil parliament is made up of boys and girls.</p> <p>Our subject ambassadors are a mixture of boys and girls.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</p>	<p>We strive to ensure that positive, non-stereotypical images of men and women are taught in the curriculum.</p> <p>We challenge stereotypical behaviour/books/historical stories.</p>	<p>The gap between boy and girl data will close across all subjects and key stages.</p>

Religion & Belief: We are committed to working for equality for people based on their religion, belief or non-belief

How we are building upon current opportunities	How we foster and promote community cohesion	Impact
<p>We provide a varied diet of assembly themes in order to cater for children from all religious backgrounds including those who do not have a belief.</p> <p>We support the children to build their sense of belonging through our school values.</p> <p>We promote inclusion of all our faith groups and teachers tailor the RE curriculum to suit the needs of specific cohorts where necessary.</p>	<p>We follow the Durham Agreed Syllabus and design lessons using Discovery RE.</p> <p>We forge links with our local church and reverent.</p> <p>We recognise and celebrate, where appropriate to our context, significant religious events from different religions.</p> <p>We draw upon the resources of parents and other local people.</p>	<p>Incidence rate of racism is low.</p> <p>We have a varied RE curriculum which supports the children's understanding and experiences of different religions.</p>

Equality Objectives

Objectives:	How we will do this:	How we will measure our success:
To increase pupil awareness of other religions and cultures.	Celebrate key festivals throughout the year. Challenge pupil beliefs about key religions. Visit places of worship and invite visitors into school. Themed multicultural days and weeks.	Pupils will talk positively about other religions and the experiences they have.
To ensure the curriculum promotes diversity.	Displays around schoolbooks, lessons and assemblies will promote diversity. Use educate and celebrate resources Take part in activities to achieve the Rainbow Flag Award.	Pupils will have opportunities to meet and find out about pupils from different cultures. Pupils and staff will have a secure understanding of diversity.

Consultation and Engagement

We aim to engage and consult with pupils, staff, governors, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

- Annual Questionnaire - pupils & parents
- Pupil interviews
- Parents’ Evening
- Verbal comments
- Governor monitoring
- Curriculum leader monitoring