White Notley C of E Primary School Equality Objectives 2018 – 2020

Reviewed:	Spring 2018
Adopted:	Spring 2018
Adopted by:	Full Governing Body

White Notley C of E Primary School is committed to ensuring equality of provision throughout our school.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Disability Equality Duty 2005 and Equality Act 2010. White Notley C of E Primary School is committed to meeting its public sector duties which require us to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Promote equality of opportunity and access within school and our community
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins
- Encourage inclusivity within the whole school community.

In order to further support pupils, raise standards and ensure inclusive teaching the leaders and governors at White Notley C of E Primary School have set the following objectives:

Equality Objective	Detail of action and timeline	Key Responsibility	Success Criteria/impact
To ensure the environment is as accessible as possible to pupils, staff and visitors	Please see the Accessibility Plan	HT Premises, H&S governors committee	Site is accessible to all learners and visitors, with all able to use the environment appropriately and safely.
Promote spiritual, moral, social and cultural development through curricular activities which celebrate diversity and equality	Revision of school's values and vision with all stakeholders (see school priorities) Re-launch of Learning Skills (see school priorities) ½ termly Cross Curricular Challenge Days including Modern foreign Languages, Kenya, Festivals, trading countries Kenya Partnership	all staff and governors All staff All staff	All stakeholders have a clear vision and understanding of the values held at our school Different learning skills and ways of learning are appreciated and planned for to support all learners needs. Children have opportunity to investigate the breadth of diversity around us and build good relationships with people different from themselves (Kenya Partnership)
To continue to monitor and analyse pupil achievement by race, gender, disability and act upon any trends or patterns that require additional support for pupils	½ term Pupil Progress meetings SMT data analysis (termly) End of year data analysis to feed into next year's development plan	HT and class teachers HT and senior leaders HT and class teachers	Good progress is made by all pupils Vulnerable learners are quickly identified and additional support is effectively put in place All staff have an understanding of the school's data and cohorts.
Encourage inclusivity within the whole school community.	Home school agreement with conduct expectations to be shared and signed - pupils and parents Values and vision for school shared with all stakeholders Staff to sign code of conduct Encourage positive attitudes to peers and others, embracing difference. Through PSHE lessons, charities supported and modelled behaviour.	HT School community	All stakeholders understand expected behaviour of those linked to our school community. All stakeholders have a clear vision and understanding of the values held at our school Positive attitudes towards each other is evident in pupils, staff and the wider community.