

## Stocks Lane Primary School Equality Objectives Action Plan 2023-2027



The Equality Act defines three public sector duties as follows:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between people who have protected characteristics and those who do not.

The duty requires us to remove or minimise disadvantages, take steps to meet different needs and encourage participation when it is disproportionately low. As part of our responsibilities under the Equality Act, we are required to publish equality objectives every four years and review them annually. The Act aims to value diversity, tackle discrimination and promote equality between those who have defined protected characteristics and those who do not.

Under the definitions of the Act, the protected characteristics are: age, disability, race, gender reassignment (identity), marriage / civil partnership, pregnancy /maternity, religion or belief, sex and sexual orientation. We also include consideration of health needs, mental health, disadvantage and SEN.

We have identified specific objectives that we have put into place and will be review annually.

<b>Objective</b>	<b>Action</b>	<b>Timescales</b>	<b>Lead</b>
Monitor and analyse pupil achievement by gender, race, disadvantaged pupils, SEND and EAL. Put provision in place based on any identified patterns in the data.	Monitor progress through Pupil Progress meetings with class teachers and SENDCo every 9 weeks. Ensure that outcomes and follow up actions such as interventions are implemented and regularly monitored.	9 weekly	LN LC
To narrow any gaps in attainment between disadvantaged pupils and non-disadvantaged pupils.	Regular analysis of data every 9 weeks. Identify focus areas. Ensure that class groupings are adapted as necessary and interventions are in place. Additional tutoring for disadvantaged pupils in Year 6 if required.	9 weekly From Sept 2022- May 23	LN LC LK
To improve attendance of pupils who have SEND. 2021-2022 was 91.85%	Track and monitor attendance of all children and key groups but especially pupils with SEND. Identify strategies to support families make improvements to overall attendance.	Throughout the school year	LN CK
Promote positive images and attitudes towards those with protected characteristics – focus across all 9 areas and other groups (age, disability, race, gender reassignment (identity), marriage / civil partnership, pregnancy/maternity, religion / belief, sex, sexual orientation and health needs/mental health)	Continue to promote positive attitudes through selecting class texts and independent reading books throughout school by reviewing current stock of texts used in English and in the library against the protected characteristics. Research texts which either specifically teach about the characteristics or characters within them have protected characteristics. Ensure a range of books and resources are available for assemblies / key focus days across the year (e.g. world autism day / epilepsy awareness day/ black history month/ International women's Day etc) Liaise with subject leaders to monitor inclusion and evidence of diversity strands throughout wider curriculum planning. Whole school or Key Stage assemblies promote learning about hidden disabilities	Oct. 22 onwards to stock library and reading areas in classes	Class Teachers AB & OC
To ensure that children can articulate their learning of different lifestyles.	Pupil voice interviews to establish what pupils know and their perceptions of those with protected characteristics and different family make-ups.	Spring Term	LC
Analyse the results of surveys from parents, pupils and staff to ensure that these stakeholders are aware of how inclusion, equality and diversity is promoted throughout	Monitor improvements and comments made about how inclusion, equality and diversity are promoted and shared throughout school. Monitor specific actions put in place from the survey results.	Early Spring term	LN LC

the school. Address any points raised. Share with Governors.			
Ensure that all displays and class pages on website, promote diversity in terms of race, gender, different family arrangements and disabilities.	Monitoring by PSHE lead of displays in class, around school and on class pages on the school website. Feedback to staff as necessary.	Throughout the year	LK LC
Celebrate cultural events and religious festivals throughout the year.	Assemblies, lessons, visits and visitors provide opportunities for children to learn about a range of religions and cultures. Monitored throughout the year.	Mapped out on QA calendar Sept 22-July 23	SLT
Ensure that lessons address a range of learning styles so that all pupils can achieve to their fullest potential.	Lesson observations, book scrutinies and planning monitoring. Ensure that learning is delivered across the phases in a variety of ways. Ensure that learning environments are well organised and clear from clutter.	Throughout the year following the QA calendar	LN SENDCo Subject Leaders
Respond to racist, homophobic sexual and bullying incidents. Track patterns using CPOMs information. Take immediate action where necessary following school behavior policy.	Analysis of CPOMs information. Track repeat offenders/ victims to ensure patterns in behaviour are not repeated. Ensure parents are contacted and are satisfied with the school's actions. Report incidents in the Head's report to Governors. Members of SLT to complete Equality and diversity awareness course on The National College training annually.	As necessary Full GB meetings 5x per year	LN SLT