



## Equality Objectives

When deciding our equality objectives, it will be important to be able to answer these questions:

- How did you decide that these were the most appropriate objectives for this school/community? **Rationale detailed for each equality objective**
- Did you give 'due regard' to all to all protected characteristics when deciding these objectives? **Yes and in primary school setting we need to reflect the objectives that we feel most appropriate as to having the biggest impact (eg. Improving life chances) and influence (eg. Fostering a culture of respect and tolerance) to enable the children to go on to greater things as the move into secondary education. The nine protected characteristics as per the Equality Act (2010) are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.**

You need perhaps 3 or 4 meaningful objectives, which are updated every 4 years (though reviewed annually).

<b><u>Equality Objectives</u></b>	<b><u>Rationale</u></b>
<p><b><u>Objective 1:</u></b></p> <p>To improve outcomes for all pupils, including key groups of pupils where an attainment gap remains, focusing on SEND pupils and disadvantaged pupils (in line with current school strategies for improving school outcomes across the school detailed in the SIP).</p>	<p>Whilst attainment across the school is good, we must endeavour to close the attainment gap between certain groups of learners, including the gap for disadvantaged pupils and those pupils with SEND. We must also ensure a greater number of children go on to realise their potential and reach a greater depth across the core subjects by the end of Key Stage 2.</p>
<p><b><u>Objective 2:</u></b></p> <p>To improve the Equality, Diversity and Inclusivity (EDI) content within our curriculum offer so that children are able to access a richer range of opportunities that lead to a culture where every individual is respectful, knowledgeable and tolerant of others. This enables children to feel safe, have a sense of belonging and who are empowered to achieve their full potential.</p>	<p>In an education setting, EDI ensures that all students and staff feel valued and respected, regardless of their background. It helps to create a learning environment that is free from discrimination and bias, and that promotes the development of critical thinking skills. EDI also helps, to foster a sense of community and belonging, which is essential for student success. When students feel safe and supported, they feel that they can achieve anything. We want our children to go out in the world and be confident and respectful to all who they meet.</p> <p>Currently our curriculum does not have enough inspirational female or ethnic links which help promote the EDI objective we seek, to widen our young learners' minds.</p>

<p><b><u>Objective 3:</u></b></p> <p>To promote British Values more explicitly, as underpinning what it is to be a citizen in a modern and diverse Britain.</p> <p>British Values:</p> <ul style="list-style-type: none"><li>• Democracy</li><li>• The rule of law</li><li>• Individual liberty</li><li>• Mutual respect</li><li>• Tolerance of those different faiths and beliefs</li></ul>	<p>Refocusing on our British Values will not only help us to build on the excellent behaviour we see in our school but set out to challenge the children's way of thinking. As we wish to create an environment free from discrimination, intolerance and hate so learning about British Values will help us to challenge prejudice and stereotyping, whilst strengthening relationships within and outside our community.</p> <p>For example, wider local national discussions have associated terrorism with religions, without having a broader understanding of the issues. The school therefore seeks to challenge such stereotyping.</p>