

Werrington Primary School Equality Objectives

Overview

The Single Equality Act, which came into place on October 1st, 2010, brought together the duties set out in our Race, Disability and Gender policies into one single Public Sector Equality Duty. The Single Equality Act combines the existing three duties into one new Public Sector Equality Duty that covers all nine of the protected characteristics:

- Age
- Disability
- Gender
- Gender-identity
- Race
- Pregnancy
- Maternity
- Religion or belief
- Sexual orientation

At Werrington Primary School we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

The new General Duty replaces the three existing public sector equality duties for disability, race and gender. It covers all protected characteristics and has three main aims requiring public bodies to have due regard to the need for:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited under the Equality Act 2010.
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a protected characteristic and persons who do not share it.

Werrington Primary School is committed to:

- Dealing with and eliminating prejudiced based incidents
- Closing the gap in attainment for all children
- Engagement with local communities

Werrington Primary School Equality Objectives

- Policies and practices that promote equality and address inequalities

The Leadership Team and Governors at Werrington Primary School will annually review how well we achieve these aims with regard to the protected groups under the Equality Act.

Werrington Primary School Equality Objectives 2016-2020

Objective	Link(s) to UN Convention on the Rights of the Child	Action(s)	Timescale	Impact
Ensure that rapid progress is being made by SEND pupils in reading, writing and maths	Article 2 Article 12 Article 17 Article 28	Monitor planning to ensure that SEND pupils are accessing quality first teaching Target interventions through provision map Monitor delivery of interventions and provide further training in light of monitoring Ensure there is clear entry and exit data for individuals accessing interventions Use data to monitor progress and re-allocate interventions – improve use of data analysis to inform planning Ensure SEN Code of Practice is understood and embedded across the school	Ongoing Summer '17 Autumn '17 Autumn '16 Summer '17 Ongoing	Performance of SEND pupils improves and the attainment gap between non-SEND pupils narrows
Ensure that accelerated progress is made by 'disadvantaged pupils' in reading, writing and maths	Article 2 Article 12 Article 17 Article 28	Appoint Pupil Premium Champion to help secure improvement in progress and attainment of disadvantaged pupil Monitor planning to ensure that pupil premium pupils are accessing quality first teaching Target interventions through provision map Monitor delivery of interventions and provide further training in light of monitoring Ensure there is clear entry and exit data for individuals accessing interventions	Autumn '16 Spring '17 Autumn '17 Autumn '17 Autumn '16	Performance of 'disadvantaged pupils' improves and the attainment gap between 'non-disadvantaged pupils' narrows
Ensure that boys make accelerated progress and narrow the gender gap	Article 2 Article 12 Article 17 Article 28 Article 29	Ensure rigorous monitoring and use of data Further raise boys aspirations using engagement programmes Ensure appropriate and effective classroom interventions are in place Develop 'boy-friendly' environments (i.e. resources, activities, role models, competition, challenge etc.)	Autumn '16 Spring '18 Autumn '17 Summer '17	Performance of boys improves and the attainment gap between boys and girls narrows

Werrington Primary School Equality Objectives

Identify specific strategies to support those pupils who find learning difficult.	Article 2 Article 12 Article 24 Article 28	Develop explicit ethos around aspirations and excellence – embed school motto Develop extended services within school to meet the needs of pupils, families and or community. Effective provision mapping of interventions. Whole staff training on attachment disorder Develop pupils attitude and resilience to learning Continue to improve rates of attendance for all groups of pupils through careful analysis of attendance patterns and robust follow up activities. Embed language and philosophy of growth mindset	Autumn '16 Summer '18 Autumn '17 Summer '17 Summer '18 Ongoing Summer '18	Growth mindset established in staff and pupils. Pupils develop key learning habits such as resilience, perseverance, and not being afraid to challenge themselves or make mistakes, which leads to a greater number of more successful learners.
Improve pupils' SMSC development (including promoting British Values)	Article 2 Article 12 Article 28 Article 29	Promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development. Ensure that pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in the wider community. Ensure that our school prepares pupils positively for life in Modern Britain and promotes fundamental British Values Introduce new PSHE curriculum.	Ongoing Summer '18 Summer '18 Autumn '18	Pupils' SMSC development is enriched through a high quality curriculum. Pupils are can identify and understand British Values.
To continue to develop understanding of discrimination in the UK and in the wider world	Article 2 Article 14 Article 30	Promote/Discuss issues through Assemblies/visitors to school/PSHE/visiting pupils at other schools so pupils gain a greater understanding of the different issues that face a variety of people and some of the reasons why so they can be mindful of these and develop thinking that supports being caring for others	Ongoing	Pupils develop an understanding of discrimination in the UK and in the wider world so that they act appropriately to combat discrimination
To invite members of the school and local community in to support the learning process	Article 28 Article 29 Article 31	Parents/carers and members of the local community have a range of experience and expertise which can support and deepen the learning experiences of the children – Invite Community members who have specialist knowledge to support pupils giving them different learning experiences which will stimulate and enrich the learning provided in school.	Autumn '19 / Spring '20	Build community relationships in a mutual positive way.