



Equalities Objectives 2019 -2021

This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; it sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

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. The protected characteristics are age, disability, gender reassignment, pregnancy and maternity/paternity, race (ethnicity, nationality or national origin), religion and belief (or lack of religion/belief), sex (gender), married or in a civil partnership and sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Racial incident monitoring. Response to racial incidents. Equality policy. Curriculum provision including 'migration week'. School values. Staff job descriptions and workforce monitoring. Anti-bullying policy. Behaviour policy. Analysis of end of key stage results by ethnic heritage. Diversity in staff/children.	Personalising learning. Planning from children's interests and strengths. Recognising that families come from a diverse range of backgrounds. Working closely with parents and carers to tailor provision for children. Regularly audit provision and practice. Language clubs. Dual language books. Celebrating different cultures – steel band, drumming etc.	PSHCE curriculum, including circle time. Assemblies. Consistent response to racial incidents working with children and parents of perpetrators and recipients of racial abuse. School Community Worker support. Equality of opportunities.

Disability	Equality policy. Accessible building. Access plan to further develop accessibility including the evacuation chair. Adapt resources (writing supplies, specialist chairs, technology). Inclusion staff meetings. Learning Support Plans.	Making the school building as accessible as possible including the lift. Inclusion team attend all Southwark Inclusion meetings to keep up-to-date with relevant policies. Personalising learning by modifying curriculum and learning resources. Work with external agencies. Adapt/differentiate the curriculum.	PSHCE curriculum, including circle time. Assemblies. Working closely with parents and carers. Effective resources. School values. Educational visits.
Gender	Equality policy. Analysis of end of key stage results by gender. Pupil leadership roles. DT & PE for both genders. All club activities are open to both genders.	Targeted curriculum provision and interventions e.g. to improve boys' writing or girls' maths. Every child can and is encouraged to participate in activities and conversations they want. Celebrate Achievement Assemblies. Gender neutral toys. Reading books aimed at both genders, read by all and books showing influential women.	PSHCE curriculum, including circle time. Assemblies. Challenging stereotypes and raising aspirations. Sports activities and tournaments.
Gender Reassignment	Equality policy. Underpinned by our values of respect and tolerance. We are sensitive to the fact that children may identify with a gender different to their birth gender or they may experience direct or indirect discrimination if someone in their family is living with discrimination issues relating to gender reassignment. We have unisex toilets.		
Pregnancy and Maternity	Human Resources meetings. Paternity occurred were member of staff can resound that they felt supported. Risk Assessments are completed. Attendance of appointments are authorised.	Risk Assessment. Pregnant staff member to have a supportive meet with their line manager to ensure they are comfortable carry out their duties – does anything need to be adapted.	Management roles have a caretaker during leave so that staff have an uninterrupted service. Staff are welcome to visit the school with their child during their maternity/paternity leave. 'Keep in touch days' are made available.

Age	Not applicable with this age group. However this area is linked to our equality policy and it is underpinned by our core values. We are sensitive to the fact that children may experience direct or indirect discrimination if someone in their family is dealing with issues relating to discrimination on the grounds of age. Children can be supported by Place 2 Be.		
	The staff age range (20-65+). Giving younger children responsibilities. Analysis of end of key stage results by term of birth.	Opportunities for all ages (sports day etc.)	Mutual respect fostered in working relationships.
Religion and Belief	Equality policy. RE policy and scheme of work. Assemblies. Curriculum Guides. Newsletters publishing annual events.	Visitors from different faith backgrounds speak to children. Children visit different places of worship.	Assemblies and curriculum provision. Discuss important religious festivals that have importance for children and also those from religions not well represented within the school community. Humanist assemblies. Respecting atheist views.
Sexual Orientation	Equality policy. We are sensitive to the fact that young children may identify anywhere on the sexuality spectrum and they may experience direct or indirect discrimination if someone in their family is living with discrimination issues relating to sexual orientation.		
	Anti-bullying policy. Behaviour policy. Place 2 Talk.	PSHE and Sex & Relationships Education curriculum and workshops to families. Southwark SRE. Non-gender specific uniform.	Albion values: Respect, Harmony, Friendship, Honesty and Courage. Circle time. Assemblies. Celebrating differences.
Marriage and Civil Partnership	Fair recruitment process. Promote equality (same sex parents/carers) by discussing in PSHE lessons/Parent Forum. Educate & Celebrate Award.	Provide support from the Inclusion team. Celebrating different types of families.	We communicate well with married/divorced/single and same sex parents/carers. We contact both parents if separated with separate reports or parents evenings if necessary. Teach children and make them aware of all family types.

As a staff team and governing body, we are committed to the elimination of discrimination against individuals and groups of people with protected characteristics in order to move towards genuine equality of opportunity for all our children. We think that this work has had a good impact in many ways, but we recognise that there is still work to be done.

Our targets for the next two years are:

Equality Objective 1	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/ Amber/ Green rating
To narrow any gaps in attainment and progress that have arisen between groups of pupils within the school's community by ensuring that all groups and individuals have their needs fully met in order to achieve their full potential, and to make good progress or better.	All	Target groups identified and monitored and appropriate interventions implemented. Progress and attainment of identified groups to be a focus in the school improvement plan.	<p>Assessment Lead</p> <p>Assessment Lead</p> <p>SLT</p> <p>DHT (MH)</p> <p>DHT (MH)</p> <p>Assessment Lead</p>	<p>Data interrogated termly and progress and achievement by groups monitored through tracking system. Data shared with governors termly.</p> <p>Analyse pupil achievements and progress of groups across the school: gender, ethnicity, FSM, summer born, mobility, EAL and SEND and act on any trends or patterns in the data that require additional support for pupils.</p> <p>Identified groups of children discussed and tracked during termly pupil progress meetings.</p> <p>Use intervention meetings to identify appropriate interventions and strategies to support identified pupils from target groups.</p> <p>Systematic record keeping to assess effectiveness of any interventions used.</p> <p>Analysis of end of year results for EYFS, KS1 and KS2.</p>	

Equality Objective 2	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/ Amber/ Green rating
<p>To ensure children encounter positive images of diversity in all aspects of their learning which will give them a deeper knowledge and understanding of the race and cultures that make up Albion Primary School community.</p>	<p>Race Religious Beliefs</p>	<p>Resource audit will show better representation of diversity than at the start of this plan. Looking at library books, images in presentations, displays, images downloaded from the internet and any photographs that represent the organisation, we will see representation of diversity. Nurturing friendships amongst children with a range of protected characteristics.</p>	<p>Acting AHT (JP) DHT (MH) HT (KB) English Leader (AH) Humanities Leader (MF) Acting AHT (JP) & DHT (CB)</p>	<p>Develop, promote and monitor resources purchased that reflect diversity and promote awareness of other cultures eg. dolls, different types of families, languages etc.</p> <p>Look at images used in presentations and assemblies.</p> <p>Equalities objectives brought to SLT meeting termly to monitor progress and plan / agree next steps.</p> <p>Audit the amount of dual language books and cultural books. Purchase relevant books for classrooms.</p> <p>Adapt the curriculum where Shang Dynasty can be taught instead of/alongside Ancient Egypt, Benn (West Africa), Windrush and having Eastern European literature as a core text.</p> <p>Language of the week/month celebrated. Celebrate festivals eg. International day where cultures are celebrated. Children come into school in cultural clothing. Families share cultural foods – no nuts.</p>	

Equality Objective 3	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/ Amber/ Green rating
<p>To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity that the curriculum reflects and supports the needs of pupils with protected.</p>	<p>All especially Sexual Orientation Gender Reassignment Gender Marriage & Civil Partnership</p>	<p>The school community understands that we live in a diverse country that recognises, celebrates and tolerates different views, faith and cultures.</p> <p>Children can talk about their different families without hesitation or being judged.</p> <p>A reduction of negative comments from pupils to other pupils in the playground.</p>	<p>DHT (MH)</p> <p>DHT (MH)</p> <p>DHT (MH)</p> <p>DHT (MH) Acting AHT (JP)</p> <p>English Leader (AH)</p> <p>DHT (MH)</p>	<p>Purchase more child-friendly books that celebrate differences in sexual orientation and different types of families.</p> <p>Participate in 'Celebrate & Educate'. Visit a successful Celebrate & Educate school to devise next steps for providing a better education for children and support with teaching for teachers.</p> <p>Follow Southwark approved SRE policy. Adapt and improve PSHE lessons or other curriculum lesson with the support of Celebrate & Educate. Share with families.</p> <p>Circle Time sessions to include differences and the effects of name calling and bullying.</p> <p>Promote successful initiatives and lessons through the school newsletter and website.</p> <p>Resource the school with stories from other cultures and to ensure that children's' home lives and familiar things are represented in school activities such as some corners and imaginative play.</p> <p>Promote the fundamental British values of Democracy, the Rule of Law, Individual Liberty and Tolerance of those of different faiths and beliefs.</p> <p style="text-align: right;">cont...</p>	

			DHT (MH)	Ensure Albion prepares pupils positively for life in Modern Britain and promotes fundamental British Values.	
			DHT (MH)	Promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development so that equips them to be thoughtful, caring, and active citizens in school and in the wider community.	
			DHT (MH)	Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and advocacy.	
			DHT (MH)	Encourage visitors and speakers into school from other religions and cultures.	
			DHT (MH)	Successfully implement Rights Respecting School Award.	
			DHT (MH)	Raise the profile of PSHE across the school eg. displays in classrooms and communal areas, link assemblies to PSHE etc.	
			DHT (MH)	Lesson observations of PSHE and training to ensure best practice is disseminated.	