

Bentley High Street Primary School
 Equality Objectives
 January 2021 - January 2024



Key Objectives:

Objective 1: To ensure all members of the school community are given a sense of belonging

Objective 2: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 3: To raise levels of attainment in core subjects for vulnerable learners.

Objective 4: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

	Overall Target		<i>To actively encourage positive attitudes towards those with protected characteristics and to meet their needs. Age, disability, gender reassignment, marriage and civil partnerships, pregnancy & Maternity, race, religion and belief, sex, sexual orientation</i>
	Intended Target		The school is fully inclusive and there is equality of opportunity for all
Links	Action	Success Criteria	Impact
Objective 1	To continue to actively promote positive attitudes towards others and awareness of equality and diversity	<ul style="list-style-type: none"> • Within the curriculum, the school seeks opportunities to enrich multi-cultural and multi-faith education (diversity statement) • Diversity is made a key driver of the school curriculum • British values are promoted • Issues of identity, equality, racism, rights and responsibilities are explored with the children 	<p>Children treat others with dignity and respect and understand the effects of discrimination</p> <p>Families understand how the school curriculum supports children in developing multi-cultural understanding</p>
Objective 1	To continue to ensure equality of access for pupils, parents and visitors	<ul style="list-style-type: none"> • To have a clear and easy access to the school site • To ensure the signage is clear to all • To ensure that all the main accesses have wide access 	All stakeholders are able to access and exit the school EGRESS plans in place

		<ul style="list-style-type: none"> • Ensure ramps are clear and accessible • Ensure handrails are clearly identified and in place in necessary areas • To ensure emergency exit procedures are in place and practiced 	
Objective 1	To ensure that the accessible toilets are available everyday and ensure that a toilet is available for anyone to use in accordance with LGBTQ	To ensure that the accessible toilets are in working and have the facilities needed in an emergency. To ensure the toilet is clearly labelled and known by pupils and staff	All stakeholders have access to toilet facilities One toilet is available for any stakeholder to use in line with equality
Objective 1	To ensure all stakeholders have access to the necessary documentation	To ensure all relevant documentation is available on the school website and paper copies available on request To be more readily available to assist with form completion and reading documentation-including EAL support where necessary. Staff should use intelligence to be aware of which parents have reading difficulties and to support with oral communication where appropriate	Delivery of information is improved and all parents, pupils are aware of the school programmes and communication.
Objective 4	To continue to make all of the curriculum including enrichment activities accessible (e.g. extra-curricular activities and sporting events)	All pupils are eligible to participate in all activities across the curriculum (reasonable adjustments are made where necessary) Disabled pupils are offered the opportunity to represent the school Disabled pupils attend all trips, visits and residential visits. Provide laptops for children who do not have an electronic device (where possible) to enable personalised learning and access for SEND/EAL pupils EAL pupils to access the curriculum with help with language. The school has clear processes regarding the introduction of EAL pupils to the school To ensure outdoor areas have wide paths and are accessible to all children and adults. To continue to take part in training to provide the necessary differentiated learning for children with disabilities	All pupils' needs are met and all take as full a part as possible in the activities of the school
Objective 1	Raise staff awareness of disabilities and issues	School SENCO to seek advice from experts and to work closely with external agencies. Consider needs of specific pupils, both for school and off site activities	All staff aware of concerns or complications. Detailed information and support available for all pupils

Objective 4	To continue to work positively and in partnership with all parents	Positive relationships exist with all parents including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage. Parent feedback is regularly sought and considered- surveys etc School invests in a pastoral team and ensure all parents receive support from school through the teams and family support worker	Parents feel supported and included in the life of the school and their children's learning
Objective 1	To be more accountable for how the school is complying with the Equality Act 2010	The equality objectives are reviewed in the termly HTs report to the Governors A website page (showcasing work at school to promote protected characteristics) is completed and kept up to date. To ensure all stakeholders have access to identified support.	Our equality of provision will be regularly reviewed
Objective 1	The recruitment process is compliant with the equality act 2010	The majority of staff involved in the recruitment of employees have the safer recruitment training	All staff are employed without any discrimination
Objective 2	To monitor and analyse pupil achievement	To ensure achievement is analysed including- Race Gender Disability To ensure the school acts on any patterns and trends through interventions	All pupils are given the opportunity to make progress
Objective 3	To ensure high attainment and progress for vulnerable children	All subject leaders consider equity by developing statements alongside their subject area Leads use data analysis to ensure that vulnerable learners are identified and support is in place.	All vulnerable pupils make progress in core subjects and have high attainment.