

**Howitt Primary Community School
Equalities Objectives
March 2018**



Overall Target	To actively encourage positive attitudes towards those with protected characteristics* and to meet their needs. *age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation	
Intended Target	Our school is fully inclusive and there is equality of opportunity for all.	
Action	Success Criteria	Impact
1. To continue to actively promote positive attitudes towards others and awareness of equality and diversity.	<ul style="list-style-type: none"> • Opportunities are seized to enrich multi-cultural and multi-faith education • British Values are promoted • Issues of identity, equality, racism, rights and responsibilities are explored with the children. 	Children treat others with dignity and respect and understand the effects of discrimination
2. To continue to ensure equality of access for pupils, parents and visitors.	<ul style="list-style-type: none"> • To have 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. • Ensure that the ramps are clear and accessible. • Ensure that handrails are clearly identified and in place in necessary areas. • To ensure emergency exit procedures are in place and practiced. 	<ul style="list-style-type: none"> • All stakeholders able to access and exit the school • EGRESS plans in place
3. To ensure that the accessible toilets are available everyday.	<ul style="list-style-type: none"> • To ensure that the accessible toilets are in working order and have the facilities needed in an emergency. 	<ul style="list-style-type: none"> • All stakeholders have access to toilet facilities.
4. To ensure all stakeholders have access to the necessary documentation.	<ul style="list-style-type: none"> • All have alternative formats of documentation available 	Delivery of information is improved and all parents, pupils are aware of the school programmes.

	<ul style="list-style-type: none"> • To ensure all parents have access to relevant documentation. • To be more readily available to assist with form completion and reading documentation. 	
<p>5. To continue to make all of the curriculum including enrichment activities accessible (eg extra-curricular activities and sporting events).</p>	<ul style="list-style-type: none"> • All pupils 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 to enable personalised learning for SEND pupils. • Provide adult support if necessary. • EAL pupils to be able to access the curriculum through help with language. (SENCO) • To ensure that the outdoor learning 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. 	<p>All pupils' needs are met and all take as full a part as possible in the activities of the school</p>
<p>6.Raise staff awareness of disabilities issues</p>	<ul style="list-style-type: none"> • School to seek advice from experts. • Consider needs of specific pupils, both for school and off-site activities. 	<p>Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.</p>
<p>7.To be able to move a disabled person if necessary</p>	<ul style="list-style-type: none"> • Provide training in manual handling if required. 	<p>Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate resources</p>

	<ul style="list-style-type: none"> • To take advise and training from outside agencies and specialists. 	
8. To continue to work well in partnership with all parents.	<ul style="list-style-type: none"> • 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 sought and considered (eg meetings, surveys, email trails) 	All parents feel supported and included in the life of the school and their children's learning.
9. To review SRE policy in light of the Equality Act.	<ul style="list-style-type: none"> • Scheme of Work and content to be taught in SRE lessons is reviewed to ensure compliance with the Equality Act 2010 	The SRE policy is consistent with our Equality Policy.
10. To be more accountable for how well we are complying with the Equality Act 2010.	<ul style="list-style-type: none"> • The equality objectives are reviewed in the termly HT's report to the governors. • A website page (showcasing work at school to promote protected characteristics) is completed and kept up to date. • To ensure that all stakeholders have access to identified support. Personal TLA, equipment, assistance transport to school 	Our equality of provision will be regularly
11. The recruitment process is compliant with the equality act 2010	<ul style="list-style-type: none"> • The majority of staff involved in the recruitment of employees have the safer recruitment training. 	All staff are employed without any discrimination