



**Howitt Primary Community School**  
**Equalities Objectives**  
**September 2024 – 2027**



- Narrow gaps in attainment between groups of pupils, for example, girls and boys, disadvantaged and others.
- Improve the attendance of pupils for particular groups (disadvantaged).
- Increase the participation of particular groups in school activities (SEND, disadvantaged).
- Reduce prejudice-related bullying and the use of derogatory language.
- Encourage the aspirations of all pupils so that they can access an engaging and sustained career in a competitive world.
- Encourage girls to consider non-stereotyped career options.
- Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding and empathy between pupils from different faith communities.
- Improve the participation and engagement of different groups of parents/carers and communities.
- Ensure that the pupils have the knowledge and are safe and protected from harm when using online platforms.
- Ensure that all stakeholders, pupils and visitors are treated fairly and not discriminated against for any reason.

<b>Overall Target</b>	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.	
<b>Intended Target</b>	Our school is fully inclusive and there is equality of opportunity for all. Improving knowledge, skills and attitudes to enable pupils to appreciate and value diversity and difference. All of our pupils are fully safeguarded and as far as possible protected from harm and negative influences.	
<b>Action</b>	<b>Success Criteria</b>	<b>Impact</b>
1. To continue to actively promote positive attitudes towards others and awareness of equality and diversity.	<ul style="list-style-type: none"> <li>• Opportunities are seized to enrich multi-cultural and multi-faith education</li> <li>• British Values are promoted</li> <li>• Issues of identity, equality, racism, rights and responsibilities are explored with the children through; RSE and PSHE curriculum. Whole school initiatives; all different all equal. Whole school global themed curriculum.</li> </ul>	Children treat others with dignity and respect and understand the effects of discrimination.

Action	Success Criteria	Impact
<p>2. To continue to ensure equality of access for all pupils, parents/carers, staff and visitors and have in place any reasonable adjustments. To discuss any adjustments needed with staff to meet their needs better and make sure that any disadvantages they experience are addressed.</p>	<ul style="list-style-type: none"> <li>• To have clear and easy access to the school site.</li> <li>• The signage is clear to all.</li> <li>• All of the main accesses and garden areas have wide access.</li> <li>• The ramps are clear and accessible.</li> <li>• Handrails are clearly identified and in place in necessary areas.</li> <li>• Step edges are painted to aid visibility.</li> <li>• Emergency exit procedures are in place and practised.</li> </ul>	<p>All stakeholders are able to access and exit the school. Ramps and double doors are in place. EGRESS plans in place. All stakeholders feel safe, know and have practised the emergency procedures.</p>
<p>3. To ensure that the accessible toilets are available every day and ensure that a toilet is available for anyone to use in accordance with LGBTQ+.</p>	<ul style="list-style-type: none"> <li>• The accessible toilets are in working order and have the facilities needed in an emergency.</li> </ul>	<p>All stakeholders have access to toilet facilities. At least two toilets are available for any stakeholder to use in line with equality. Adult toilets are available for any gender to use.</p>
<p>4. To ensure all stakeholders have access to the necessary documentation.</p>	<ul style="list-style-type: none"> <li>• All have alternative formats of documentation available.</li> <li>• All parents/carers have access to relevant documentation or have the necessary support where needed.</li> <li>• Identified staff are available to assist with form completion and reading documentation.</li> <li>• Opportunities to read the website material in different languages.</li> </ul>	<p>Delivery of information is improved and all parents/carers, pupils are aware of the school programmes and procedures. All stake holders can understand and complete the necessary paperwork for our school, outside agencies and the next school.</p>
<p>5. To continue to make all of the curriculum, including enrichment activities, accessible to all pupils. (eg extra-curricular activities and sporting events).</p>	<ul style="list-style-type: none"> <li>• All pupils participate in all activities across the curriculum (reasonable adjustments are made where necessary).</li> <li>• Groups of pupils i.e. SEND and disadvantaged are encouraged to join in extracurricular activities.</li> <li>• Disabled pupils are offered the opportunity to represent the school.</li> <li>• Disabled pupils attend all trips, visits and residential visits.</li> <li>• Laptop/supporting materials are provided to enable personalised learning for SEND pupils.</li> <li>• Adult support is in place if necessary.</li> <li>• EAL pupils to be able to access the curriculum through help with language (SENCO).</li> </ul>	<p>All pupils' needs are met and all pupils have every opportunity and take as full a part as possible in the activities of the school. All SEND achieve their potential in all subjects and school life.</p>

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	<ul style="list-style-type: none"> <li>• The outdoor learning areas have wide paths and are accessible to all children and adults.</li> <li>• To continue to take part in training to provide the necessary differentiated learning for children with disabilities.</li> <li>• Teachers regularly meet with the SENCO to discuss the pupils' needs.</li> </ul>	
6. Reduce prejudice-related bullying and the use of derogatory language.	<ul style="list-style-type: none"> <li>• High standards of behaviour continue to be a high priority in school.</li> <li>• The curriculum encourages positive relationships in school and outside of school.</li> <li>• School procedures address any derogatory language in school.</li> <li>• Regular assemblies promote inclusion and British Values.</li> </ul>	There will be no bullying in school.
7. Raise staff awareness of disabilities and resources needed.	<ul style="list-style-type: none"> <li>• School continues to seek advice from experts.</li> <li>• The needs of specific pupils are considered, both for school and off-site activities.</li> </ul>	Teachers and TLAs aware of issues. Detailed information and support available and passed on by staff.
8. To be able to support a disabled person if necessary when moving around the school. To take advice and training from outside agencies and specialists. To liaise with outside agencies to provide the necessary facilities.	<ul style="list-style-type: none"> <li>• The necessary equipment is installed and training to use such equipment and assist anyone is completed.</li> <li>• Provide training in manual handling if required.</li> </ul>	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate resources.
9. To continue to work well in partnership with all parents/carers.	<ul style="list-style-type: none"> <li>• Positive relationships exist with all parents/carers (including those with protected characteristics, single parents/carers, vulnerable families, working parents/carers and parents/carers who are reluctant to engage).</li> <li>• Parent/carer feedback is sought and considered (eg meetings, surveys, email trails).</li> </ul>	All parents/carers feel supported and included in the life of the school and their children's learning.

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<p>10. To regularly review RSE policy in light of the Equality Act. To share the RSE policy with parents/carers.</p>	<ul style="list-style-type: none"> <li>• Scheme of Work and content to be taught in RSE lessons is reviewed to ensure compliance with the Equality Act 2010.</li> <li>• To continue to teach the children that we are all different all equal so that all pupils respect and care for each other.</li> </ul>	<p>The RSE policy is consistent with our Equality Policy. The pupils are aware and show empathy with different families, cultures, customs and beliefs.</p>
<p>11. To be more accountable for how well we are complying with the Equality Act 2010.</p>	<ul style="list-style-type: none"> <li>• The equality objectives are reviewed in governing board meetings.</li> <li>• All stakeholders have access to identified support. Eg a personal TLA, equipment, assistance transport to school.</li> <li>• The classroom is a safe space where pupils can discuss ideas and controversial issues freely and openly.</li> </ul>	<p>Our equality of provision will be regularly reviewed and updated.</p>
<p>12. The Prevent duty <b>requires all education providers 'to have due regard to the need to prevent people from being drawn into terrorism'</b>. This includes safeguarding children and adults from extremist ideologies and radicalisation. As a school, we are vigilant about any concerns of radicalisation in families, with children or with adults.</p>	<ul style="list-style-type: none"> <li>• Staff are aware of Prevent and our duty as a whole school community.</li> <li>• All staff have up to date training and can recognise signs of radicalisation.</li> <li>• Any concerns are reported to the headteacher and the school will follow procedures.</li> <li>• To seek advice and support from agencies.</li> <li>• The British Values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs are promoted in school and the pupils can discuss their meaning and importance to themselves and our community.</li> <li>• Assemblies regularly promote British Values. Displays of British Values are in each classroom.</li> </ul>	<p>No incidents of radicalisation. The British Values are a major part of the school's ethos. All staff/governors are trained in Prevent.</p>
<p>13. The recruitment process is compliant with the Equality Act 2010 and any recruitment to be reviewed in regard to race, disability and gender.</p>	<ul style="list-style-type: none"> <li>• The majority of staff involved in the recruitment of employees have the safer recruitment training.</li> <li>• There is no discrimination when advertising a role, employing a new member of staff or promoting a member of staff.</li> <li>• All members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination have the relevant training. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</li> </ul>	<p>All staff are employed without any discrimination. All safeguarding checks for new staff are made.</p>