



Alford Primary School

Equality and Diversity Objectives 2024-2025

Date of last Review	Signature
Autumn 2025	

This document should be read alongside the Equality Policy.

At Alford Primary School:

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Whatever the context of the local community, children are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. Our School is committed to achieving a working and learning environment which provides equality of opportunity and freedom from unlawful discrimination. This ambition is firmly embedded within the Equality and Diversity Policy

Alford Primary School stands against all forms of discrimination on the grounds of ethnic origin, religion, sexual orientation, gender, disability or ability. The over-arching principles of the objectives are as follows:

- *Promoting equal opportunities*
- *Eliminating unlawful discrimination*
- *Eliminating harassment*
- *Promoting positive attitudes*
- *Promoting British values*
- *Promoting mutual respect, partnership working and collaboration*
- *Encouraging the participation of those with a disability*

Aims

- We ensure that everyone is treated fairly and respectfully;
- We make sure that our school is a safe and secure place for everyone;
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.

We make sure that no-one experiences less favourable treatment or discrimination because of:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign their gender)
- Their marital or civil partnership status
- Their being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation
- Other vulnerabilities

This is taught specifically through our No Outsiders curriculum as well as discreetly through all areas of our curriculum.

- We recognise that some pupils need extra support to help them to achieve and be successful;
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably;
- Our aim is for all children to **achieve their full potential**.



Through a range of activities, we aim to enable our pupils to develop their:



- Self-knowledge, self-esteem and self-confidence;
- Their acceptance of responsibility for their behaviour;
- Their understanding of how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Respect for their own and other cultures.

This is achieved through the following objectives:

1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community through assemblies, SMSC, PSHE, RE and RSE.
2. Promotion of fundamental British values.
3. Monitoring and promotion of the involvement of all groups of pupils in the extra-curricular life of the academy, including leadership opportunities, especially pupils with special educational needs and disabilities.
4. Actively close gaps in attainment and achievement between pupils and groups of pupils; especially boys, pupils eligible for free school meals, pupils with special educational needs and disabilities, looked after pupils and pupils from minority groups.
5. Continue to improve accessibility across the school for pupils, staff and visitors with disabilities.
6. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
7. Reduce the incidence of the use of homophobic, sexist and racist language by pupils in the academy.

This is demonstrated through our school values:

Values	Vision	Aims
	<p>A school where everyone is safe and free from danger.</p>	<p>To provide a safe and secure environment. To protect children from exposure to bullying. To educate children about staying safe.</p>
	<p>A school where everyone is treated equally regardless of culture, race, faith, gender or ability.</p>	<p>To encourage an awareness of and respect for others. To provide equal opportunities for all.</p>
	<p>A school where children's views and opinions are listened to and valued.</p>	<p>To have an active school council involved in decision making. To encourage children to voice opinions and give feedback on teaching and learning.</p>
	<p>A school where all individuals are respected and develop a strong sense of self-identity</p>	<p>To encourage all children to develop confidence and self-esteem. To teach children to manage their feelings using appropriate strategies. To encourage children to be enterprising and handle risk, knowing when to be independent and when to seek advice. To encourage children to form positive relationships. To develop understanding of the rights of others and personal responsibilities.</p>
	<p>A school where everyone understands and makes healthy lifestyle choices.</p>	<p>To encourage children to eat healthy meals and snacks. To provide opportunities for children to take part in physical activities both within and outside the school day. To educate children on the benefits of a healthy lifestyle e.g. balanced diet, exercise, dangers of smoking and drug abuse.</p>

	A school where children are prepared for the next stage in education and life.	To provide children with the knowledge, skills and understanding needed to make successful transitions. To help children make informed decisions. To raise children's awareness and aspirations regarding future education and job opportunities in the future.
	A school where children enjoy learning and participating in the wider aspects of school life.	To provide a happy, caring environment in which children feel secure, valued, supported and respected. To provide a balanced and varied curriculum, meeting all learning styles. To provide a wide range of extra-curricular activities.
	A school where children reach their full potential in all aspects of school life, and make at least good progress from their starting points.	To provide high quality teaching and a differentiated curriculum which meets the needs of all children. To develop confident, creative and independent learners. To promote high standards of achievement. To monitor progress to support learning.
	A school that makes positive contributions to the local, national and global communities.	To encourage all children to make a positive contribution to the school community. To develop awareness of local and wider communities and our role within them. To teach children to understand that people have different needs, views, cultures and beliefs that need to be treated with respect. To develop understanding of national and global issues, responding positively to the needs of others.
	A school that works closely with parents, guardians, governors and other schools.	To communicate with parents and have an open-door policy. To work closely with parents for the benefit of the children. To support and encourage an active Friends of the School. To have an active governing body. To liaise with and develop links with other schools.

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006).
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).
We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Outline how we have due regard for equality and how we promote community cohesion.

Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

	How do we comply?
Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.	<ul style="list-style-type: none"> • Related policies recently updated and a cycle of renewal in place to ensure rigour and compliance. • Accessibility plan for the disabled. • SEND policy and Information Report as outlined in the SEN Code of Practice 2014. • Admission arrangements – new arrivals have an induction. • Exclusions are monitored and reported. • Incidents of harassment are recorded. • Staff and governors have regular safeguarding and SEN training. • Complaints procedures are followed. • Non-discriminatory employment practice is adhered to. • There are staff and pupil codes of conduct. • Teaching targets the needs of children and there is training on differentiation and challenge. • PREVENT Training completed by all staff
Advance equality of opportunity	<ul style="list-style-type: none"> • Assessing attainment and progress on a half-termly/and or termly basis to ensure pupils who are falling behind are targeted for support as soon as possible. • Conducting regular pupil and parent surveys. • Providing equal access to all areas of the curriculum. • Providing additional support and resources as and when necessary. • Monitoring the attainment and achievement of all pupils by different pupil groups. • Setting targets to improve the attainment and rates of progress of particular learning groups. • Identifying and addressing barriers to the participation of different learning groups in activities. • Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress. • Studying all major religions and beliefs. • Building on children's cultural backgrounds to develop understanding of themselves and others.

<p>Foster good relations and community cohesion</p>	<ul style="list-style-type: none"> • Ensuring that all ethnicities are made to feel welcome and included. This can include additional support for parents and children. • School Ambassadors and Playground leaders where children help and support each other. • Involving parents of those children in understanding how they may help their children at home. • Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities. • Providing policies, systems and procedures that promote tolerance and tackle prejudice e.g. Behaviour Policy, Anti-Bullying Policy, E-safety Policy, Child Protection policy. • Monitoring and ensuring equal access to after school clubs to pupils with SEND, if this is deemed beneficial for their well-being. • Following a curriculum that supports pupils to understand, respect and value difference and diversity. • Ensuring that the curriculum challenges racism and stereotypes. • Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values. • Enabling pupils to develop respect for others and helps to challenge prejudice and discrimination. • Holding special assemblies to mark the main religious festivals, events. • Visiting local places of worship, including the church. • Tackling any form of bullying. All referrals recorded and monitored.
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2024/2025 Specific Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	How?
<p>Improve the attendance and punctuality of disadvantaged pupils.</p>	<p>Attendance monitored on a daily basis by office staff and feedback to Head teacher Meetings with parents of poor attenders Support offered through PSA Fines for term-time holidays</p>
<p>Promote progress and achievement for disadvantaged pupils.</p>	<p>Close monitoring of progress by all staff Pupil progress meetings to highlight vulnerable children Use of TAs for prioritised feedback and intervention Targeted support in class by teachers/TAs Termly impact analysis of Learning Plan targets by SENCO</p>
<p>Curriculum development - in line with the school attributes and values, ensure that the knowledge of other faiths and ways of life are integrated into the curriculum: focus on including all members of the school community.</p>	<p>Diversity focus group All subjects to review curriculum and curriculum provision: focus – protected characteristics International and national school links</p>