



EQUALITY OBJECTIVES

Committee ownership for this policy:	C&A
Must be approved by FGB:	No
Required by: 1 / 2 <ul style="list-style-type: none"> Where 1 is indicated, the requirement is statutory Where 2 is indicated, the requirement is recommended 	2
Frequency of review:	Every 4 years
Date last reviewed:	November 2024
Date of next review:	November 2028
Display on website:	Yes
Purpose:	<p>The purpose of this policy is to promote equality. Every member of the school community should feel safe, secure, valued and of equal worth. This policy describes our commitment and outlines our actions in tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. At Kew Riverside Primary School, everyone is valued equally, irrespective of gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010).</p>
Consultation:	Staff and governors

Links with other policies:	<ul style="list-style-type: none"> • School vision • Behaviour Policy • Anti-Bullying Policy • Exclusions Policy • SEND Information Report • Teaching & Learning Policy
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At Kew Riverside we welcome our duties under the Equalities Act 2010 to eliminate unlawful discrimination, harassment and victimisation; to advance equality of opportunity and to foster good relations between all members of our school community as well as with the wider community.

We also acknowledge our specific duties under The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with public sector equality duty and to publish equality objectives.

Principles

Our school is committed to equality and inclusivity, which is one of our school values.

To achieve this we will ensure:

- We do our best to ensure that everyone is treated fairly and with respect;
- We make sure the school is a safe, secure and stimulating place for everyone;
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all in exactly the same way;
- We recognise that for some pupils extra support is needed to help them to achieve and be successful;
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers.

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of resources which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, gender reassignment, ethnicity, ability, social or religious background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;

- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

At Kew Riverside Primary School we are aware that those involved in the Leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. We aim to ensure that:

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity and are frequently monitored;
- Weekly assemblies reflect and value all religions and beliefs
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes into account access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom-based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given a voice through, for example, the Junior Leadership Team and pupil surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

All posts are advertised formally and open to the widest pool of applicants;

- All those involved in recruitment and selection are trained and are aware of what they should do to avoid discrimination and to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;

- The school has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and the LA on a termly basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Kew Riverside Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The Headteacher is responsible for coordinating equality issues across the school, dealing with specific incidents where staff require support or guidance and ensuring that they are recorded and reported to the Headteacher
- The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - Keep up-to-date with equalities legislation relevant to their work.
- Parents/carers are expected to:
 - Support their child to behave in an appropriate manner in line with the school behaviour policy
 - Respect school policies on equality
- Children are expected to (as and when age appropriate) to

- Report incidents to staff
- Follow the school behaviour policy

Equalities Objectives

The objectives which we identify represent our school’s priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for different groups.

Equalities Objectives 2024 – 2028

Objective 1	Rationale	Actions
To embed our school value of inclusivity by improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.	<p>Changing school demographic has led to increased number of pupils who use EAL.</p> <p>To educate the school community on valuing difference and diversity.</p> <p>Improving parental engagement of families new to the country.</p>	<ul style="list-style-type: none"> • Refining the new school A/B cycle curriculum to ensure that diversity and difference is celebrated and valued. • Development of the ED document for Cycle B • Continuing to develop opportunities for cultural capital in school. • Ensuring that the new school curriculum is reflective of the changing school community. • Evaluating and monitoring our SMSC offer through the curriculum, assemblies, parent workshops etc. • Finding opportunities for families to come into school to develop their own skills and share their experiences. E.g. International Day
Review		
Objective 2	Rationale	Actions
To raise the progress and attainment of pupils in vulnerable groups by ensuring that they access quality first teaching and make good progress from their starting points, focussing specifically on those children who use EAL.	<p>To ensure that our most disadvantaged children make maximum progress.</p> <p>Vulnerable groups to remain high profile in pupil progress meetings.</p> <p>Increase in the number of pupils joining the school who use EAL, are eligible for PPG and have SEND - many of being in year admissions.</p> <p>High number of vulnerable pupils not on track to meet ARE.</p>	<ul style="list-style-type: none"> • Carefully track the progress and attainment of targeted vulnerable pupils. • Pupil Progress meetings used to plan targeted interventions for pupils who need support above quality first teaching strategies. • Staff CPD on supporting pupils from vulnerable groups • Homework club to be led by SLT to support disadvantaged pupils. • Use of PIXL therapies for targeted support in Maths and English • Curriculum development SPARKEd project focussing on the accessibility of pupils with SEND • Review intervention programme ensuring it is robust, focussed, timely and allows pupils to make maximum progress from their starting points. • Ensure that there is accountability for all staff. • Induction of new Inclusion Leader and SENDCo

		<ul style="list-style-type: none"> Support for targeted families based on needs and challenges faced by parents and carers.
Review		
Objective 3	Rationale	Actions
To increase attendance for PPG and SEND pupils to be in line with the national average.	<p>School's commitment to ensure that all pupils derive the maximum benefit from the educational provision that we offer.</p> <p>Attendance data shows these 2 groups as being significantly below the national average in terms of absence and persistent absence.</p> <p>Consistent correlation between poor attendance and lower than average attainment.</p>	<ul style="list-style-type: none"> Focus pupils to be a part of staff appraisal targets. High attendance of classes to continue to be celebrated in weekly assemblies, newsletters and through participation in the Classopoly board. Attendance and punctuality of targeted pupils to be monitored weekly by all stakeholders ensuring that there is accountability for all. SLT to work closely with identified families to improve attendance and lead structured conversations where necessary. Parents to be given attendance figures at each termly parent consultation meeting FPNs to be issues for term time holidays. New tracking system implemented for timely intervention and referrals.
Review		

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we monitor pupils by gender, ethnicity, disability and disadvantage in order to evaluate achievement and progress and ensure targeted assessment, planning and target setting.

The school will set no more than three equalities objectives every four years, which will be shared alongside the School Development plan.