



**St Paul's CE Primary School
Equality Objectives**

Adopted by: Children, Family and Communities Committee

On: 9th February 2022

Review: Spring 2025

Objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
WORKFORCE			
<p>To provide equalities awareness training to all staff and governors involved in recruitment and selection to secure understanding and operation of the legal requirements at the point of recruitment. To secure compliant (best practice) advertising, recruitment paperwork and process.</p>	<p><i>In order for the school to successfully fulfil its requirements under equalities legislation, those involved in the advertising, application and recruitment process need to understand the duty and how it can best be discharged to the benefit of the school's workforce.</i></p>	<ul style="list-style-type: none"> • <i>Identify training opportunities for all staff and governors involved in the entire recruitment process.</i> • <i>Seek feedback on impact from participants in training.</i> • <i>Identify process/policy/procedure changes that need to be made the school's recruitment process to meet best practice.</i> • <i>Update policy and procedural documentation to reflect the changes identified.</i> 	
<p>To provide staff training and induction on the Public Sector Equality Duty to ensure a good understanding of the duty for all staff and to secure consideration</p>	<p><i>In order for the duty to be applied effectively, it needs to be understood and to become an explicit part of decision making in the school. Training will help</i></p>	<ul style="list-style-type: none"> • <i>Provide CPD training for staff on the PSED, the school's Equality Information and Objectives statement and the</i> 	

Objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
of the duty in decision making processes.	<p><i>staff to understand their role in securing the three aims of the PSED:</i></p> <ul style="list-style-type: none"> <i>-Eliminating Discrimination</i> <i>-Advancing Equality of Opportunity</i> <i>-Fostering Good relations</i> 	<p><i>role all staff have in meeting the duty.</i></p> <ul style="list-style-type: none"> <i>• Incorporate the PSED into induction materials and literature to ensure an ongoing focus on the PSED.</i> <i>• Share the school's equality objectives.</i> <i>• Provide training and support to the CFC Committee in relation to their PSED duties and how they are discharged within the school.</i> 	
CURRICULUM			
To audit and secure equality of access for disadvantaged children and those with other protected characteristics in school clubs and enrichment activities.	<p><i>Extra-curricular activities often enrich and extend learning and chances for pupils. Where finance or other factors may impact engagement, the school would seek to act.</i></p> <p><i>Through audit of participation and the provision of extra-curricular activities, the school can identify any disparity and develop strategies to redress this.</i></p>	<ul style="list-style-type: none"> <i>• Audit current participation in extra-curricular activities</i> <i>• Review charging structure to support pupils with protected characteristics, or those who are vulnerable to enable participation.</i> 	
Ensure that the school curriculum and wider school activities promote role models,	<p><i>The development of the school's curriculum as well as the development of non-curriculum</i></p>	<ul style="list-style-type: none"> <i>• Subject leaders to review their curriculum offer to identify opportunities to</i> 	

Objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
<p>heroes and contexts that young people across our diverse intake can positively identify with.</p>	<p><i>based activities in the school provides the chance for local role models as well as those from across the world can be incorporated into the curriculum to provide a meaningful context for all pupils in the school. For example, weaving black history into the wider history curriculum, rather than simply studying Black History month in October.</i></p>	<p><i>highlight individuals and communities from across the protected characteristics, who can exemplify curriculum learning.</i></p>	
<p>Celebrate as broad a range of cultural events, relevant to all communities in the school, throughout the school year.</p>	<p><i>Through worship themes and the wider school activities and events, we have an opportunity to mark and learn about cultural events that are relevant to the entire school community.</i></p>	<ul style="list-style-type: none"> • <i>To identify and promote additional school activities that embrace and promote the breadth of our school community – for example during lent, in curriculum focus days etc.</i> 	
ATTAINMENT & OUTCOMES			
<p>Maintain and develop quality provision and outcomes for pupils with SEN, so that they make effective progress in the school.</p>	<p><i>The current national assessment system does not easily capture progression amongst pupils with moderate to high SEN needs. Progress for these pupils often needs to be measured using EHCP targets or more bespoke measures. Building, collating and interrogating this information</i></p>	<ul style="list-style-type: none"> • <i>Identify assessment structures that can exemplify progress for pupils with SEN</i> • <i>Track progress and attainment of SEN pupils</i> • <i>Develop phase/whole school skills in teaching different SEN areas – for example</i> 	

Objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
	<i>will enable the school to meet this objective.</i>	<p><i>ELKLAN training in Early Years</i></p> <ul style="list-style-type: none"> • <i>Training and development for SEN staff (LSAs, & TAs)</i> • <i>Involve parents and carers through direct contact and resourcing the school website.</i> 	
Analyse and act on school attainment data to ensure those with protected characteristics achieve well in school.	<i>The school has an established system of assessment and benchmarking, with external oversight from our governors, diocese and local authority. Data is scrutinised to identify and address underperformance within the school's demographic groups. Tracking performance of all groups is embedded in this process and should remain a priority.</i>	<ul style="list-style-type: none"> • <i>Analysis of externally published and internally collected school data – identifying performance against protected characteristics.</i> • <i>A focus on underperformance/under achievement amongst protected groups in class benchmarking meetings.</i> • <i>Liaison with the Inclusion Coordinator and Pupil Premium advocate to develop practical support plans where specific demographic groups are identified.</i> 	
COMMUNITY			

Objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
<p>Secure completely open admissions criteria for the school, moving away from 'foundation places' to secure equal access to the school for all members of the community.</p>	<p><i>The school was founded to serve the children of the parish. Foundation places are long established in many church schools, providing places for children of the Christian faith. The school has a strong and vibrant Christian ethos. Our foundation places are rarely completely filled and yet we believe that their place on our admissions criteria can be a barrier to those of other on no faiths in our locality. We also believe that our foundation criteria may be used by some Christian families to 'game' the admission system, with little intention of actually taking up a place in our school. Removal of our foundation places will in no way alter the Christian ethos of the school or diminish the importance of the Christian faith to our work.</i></p>	<ul style="list-style-type: none"> • <i>Discuss and agree new admissions criteria at the Full Governing Body meeting.</i> • <i>Liaise with our diocese and local authority admissions department.</i> • <i>Launch a statutory consultation to change our admissions criteria for 2023-24 admission.</i> • <i>Subject to a successful consultation, determine new admissions criteria.</i> • <i>Publicise our new admissions criteria within the locality.</i> 	
<p>Review levels of pupil and parental engagement in learning and school life, across all</p>	<p><i>Our school has great diversity. Families in our school come from many different countries,</i></p>	<ul style="list-style-type: none"> • <i>Analyse engagement, enrolment, provision in extra-curricular clubs, trips, sports</i> 	

Objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
<p>activities to secure consistent levels of engagement across all demographic groups in the school.</p>	<p><i>traditions and backgrounds. We want all to be represented and engaged in school life. We recognise that some groups in the school may feel less engaged and less confident about the school's work and their role in it. Identifying groups who are less engaged, means that we can develop practical strategies to support them.</i></p>	<p><i>competitions, parents evenings & parent workshops, PFA and governor events.</i></p> <ul style="list-style-type: none"> • <i>Inclusion Coordinator & Pupil Premium advocate can then develop practical support strategies and contact directly less engaged groups.</i> • <i>Audit pupil and parents on wider provision – are we reflecting interests of all in our wider provision? Can we improve?</i> 	