

Equality Objectives

At Buckingham Primary School we foster a culture of inclusion where we believe in every child's ability to progress and succeed.

Staff and Governors are committed to promoting equality of opportunity across the school community and take seriously the requirements of the Public Sector Equality Duty as defined by section 149 of the Equality Act 2010. In summary, those subject to the general equality duty must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of others.
3. Foster good relations between people who share a protected characteristic and those who do not. Having due regard to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to equality implications.

Regulations associated with the Act introduced specific duties for schools:

- (a) To publish information to demonstrate how they are complying with the Public Sector Equality Duty
- (b) To prepare and publish equality objectives

The Governing Body has set the following equality objectives for the four years commencing 2018. These will be monitored by the Governing Body regularly, and reviewed annually.

Objective	Action
Narrow the gender gaps in attainment where they have been identified	<ul style="list-style-type: none"> • Review of curriculum, ensuring topics engage boys and girls. • Dedicated staff training time to highlight gaps and share strategies. • Targeted parental engagement to discuss potential barriers and support. • Targeted homework club. • Half termly progress meetings • Review of high quality texts available for boys. • Ensure group level data is presented to Curriculum Committee and scrutinised by Governors • Allocated mentors to targeted underperforming boys. • Provision to be continually monitored by senior leaders.
Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils	<ul style="list-style-type: none"> • Identify the barriers for learning for each disadvantaged child. • Engage with PP Parents to discuss possible barriers for learning and support strategies for their child. • Address barriers for learning through holistic approach to the child, personalised targets and intervention resourced by PP funding. • Share personalised targets with children. • Termly Accelerated Progress Learning Walks with PP and Subject Leader(s)

<p>Number of Pupil Premium pupils working above age-related expectations to increase</p>	<ul style="list-style-type: none"> • Provide mentor support for vulnerable learners in KS2. • Run homework club for targeted vulnerable learner across KS2. • Review and disseminate PP Vision including non-negotiable expectations (i.e. PP reading opportunity, teacher response to absence). • Increase parental engagement – i.e., inclusion on trips, EYFS parent meetings at transition, classroom based learning. • Monitor PP parent engagement and target parents not attending parents evening/ workshops etc. • Whole school trends shared with all staff termly. • Review enrichment opportunities to support raising aspirations of disadvantaged pupils. • Continue to grow links with wider community, providing opportunities for pupils to be ambassadors for the school. <p>Improve attendance by:</p> <ul style="list-style-type: none"> • Monthly analysis of attendance data to identify persistent absentees and pupils at risk of low attendance and implement actions • Monthly attendance data shared with Year teams. • Monitor regular low attendees and meet with parents. • No authorisation of in-term holidays. • Support implemented as appropriate including pastoral support, liaison with other agencies and parents. • Class teachers to telephone parents after 1 day of absence to enquire about wellbeing and offer work to be sent home. • Provide breakfast club for pupils at risk of low attendance.
<p>Improve knowledge, skills and attitudes amongst staff and pupils in order to better recognise and appreciate difference and diversity in culture, religion and gender.</p>	<p>Training and continual professional development ensures equality remains high on whole school staff's agenda and teachers are confident in their understanding around equality.</p> <p>New and reviewed curriculum provides opportunities to celebrate diversity and develop knowledge and skills and promote positive attitudes towards equality:</p> <p>Knowledge and Understanding Objectives:</p> <ul style="list-style-type: none"> • Social justice and equality: Understanding of inequality and injustice within and between societies. Knowledge of basic human needs and rights, and of the responsibilities as global citizens • Peace and conflict: Understanding of historical and present day conflicts and conflict mediation and prevention • Globalisation and interdependence: Knowledge about the world and its affairs; the links between countries, power relationships and different political systems. An understanding of the complexities of global issues • Diversity: Understanding of diversity within societies and how the lives of others can enrich our own. Knowledge of the nature of prejudice towards diversity and how it can be combated <p>Skills</p> <ul style="list-style-type: none"> • Critical thinking: ability to assess viewpoints and information in an open minded and critical way and to be able to change one's opinion, challenge one's own assumptions and make ethical judgement as a result • Ability to challenge injustice and inequalities: ability to recognise injustice and inequality in whatever form it is met and to select appropriate action • Ability to argue effectively: ability to find out information and to present an informed and persuasive argument • Cooperative conflict resolution: ability to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides. • Respect for people and things: ability to take care of things and respond to the needs of others. Ability to make choices and recognise the consequences of choices. <p>Values and Attitude</p> <ul style="list-style-type: none"> • Empathy: sensitivity to the feelings, needs and lives of others in the world. A sense of common humanity and common needs and rights. A capacity for compassion • Sense of identity and self-esteem: a feeling of one's own value and individuality

	<ul style="list-style-type: none"> • Belief that people can make a difference: a realisation that individuals can act to improve situations and a desire to participate and take action • Value and respect for diversity: appreciation that everyone is different but equal and that we can learn from each other • Commitment to social justice and equity: an interest in and concern about global issues • Commitment to fairness and readiness to work for a more just world <p>Promote Community Cohesion</p> <ul style="list-style-type: none"> • Ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their faith, cultural or ethnic background or social economic background • Promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multi-faith society and celebrating diversity • Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of a minority background • Developing children’s understanding of the need to tackle injustice and inequality as a global citizen
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PROTECTED CHARACTERISTICS

Protected characteristic	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racist incidents (which are rare) are treated very seriously and are recorded and reported annually to the Governing body and to the Local Authority.</p> <p>All pupils achieve and make good progress, irrespective of race.</p> <p>The ethnic diversity of the school reflects the demographic of the local area.</p> <p>Feedback from parents demonstrates a shared view that the school is inclusive of children from</p>	<p>The school extends opportunities for children to experience other cultures through the curriculum, assemblies and through extended opportunities and visitors to the school (e.g. Indian classical dance, Navrati dance, Incredible me topic, exploring global traditional tales, Yr 5 topic exploring China, Dance Extravaganza theme ‘dance around the world’).</p> <p>Experiences are celebrated through the school website and newsletter.</p> <p>The school makes the most of international events to</p>	<p>Children share experiences of other cultures and are interested in each other’s lives.</p> <p>Children celebrate the different languages spoken in class by singing happy birthday in these</p>

	<p>different cultures and backgrounds.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>celebrate diversity and promote understanding of different cultures.</p>	
Disability	<p>Planning for learning and support ensures that all disabled pupils play a full part in all aspects of school life, including residential trips, sports days and extra-curricular activities.</p> <p>A number of parents are registered disabled; care is taken to ensure that they are supported during visits to the school.</p> <p>The school has disabled access.</p> <p>Refurbishment work is carried out in response to need to improve disabled access within the school.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>All pupils are seen to participate fully in school productions, events and sports days.</p> <p>We ensure that parents who are disabled are able to access school events together with parents who are able-bodied.</p> <p>Children learn to support others and celebrate their involvement within a caring environment.</p>	<p>Expectations of pupils with disability are high and include appropriate challenge as for all pupils.</p> <p>Positive relationships are made between all pupils who see each other as equals.</p> <p>Able-bodied children create opportunities for disabled pupils to be included; opportunities are created where disabled pupils help others and are supported to take a lead in games and activities.</p> <p>The school works closely with outside agencies including Young Carers and the Specialist Teaching Service; assemblies and training and hosting events help raise their profile within the school and wider community.</p> <p>Ensure planned transition programmes are in place for pupils coming to Buckingham Primary School from other schools.</p>
Sex	<p>Progress of gender groups is closely monitored and strategies put in place to diminish any difference between genders.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>The school makes every effort to challenge traditional stereotypes relating to gender and equality.</p> <p>Monitoring of pupil data ensures appropriate interventions support achievement for all pupils in all areas of the</p>	<p>The school curriculum, identity of classes and assemblies extend children's knowledge and understanding of people's involvement of the world and challenges traditional stereotypes about gender.</p>

		curriculum, irrespective of gender.	
Gender Reassignment	Staff recruitment and professional review procedures help ensure equality of opportunity.	The school has a strong ethos of equality and tolerance.	The school promotes inclusion for all members of the community.
Pregnancy and Maternity	<p>The school ensures entitlements to Paternity and Maternity Leave are met.</p> <p>Line management support is in place.</p> <p>The school supports spouses wishing to attend medical appointments during pregnancy.</p> <p>The school supports flexible working as far as possible for teachers returning from maternity leave and for those with children.</p>	Staff support needs during pregnancy are reviewed regularly with the line manager.	A strong team ethos helps foster a supportive environment for all staff.
Age	<p>The school makes itself available as a resource for the local community, including clubs/classes for adults, teenagers and children.</p> <p>There is a wide age profile of staff and volunteers at the school.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>As a school we celebrate the opportunities that are presented through a community with a wide age profile.</p> <p>Children are encouraged to think of the needs of others.</p>	<p>Members of the community are invited into school to talk about their experiences of life when they were a child (e.g. WWII). Local senior attend termly tea parties and performances by children.</p> <p>The school engages in community events including the town's Remembrance Parade, Christmas Parade and park run.</p>
Religion and Belief	Buckingham Primary School promotes the understanding and tolerance of all religions and does not discriminate on the basis of religious belief.	<p>Children talk about different religious festivals and beliefs during assemblies during the school year.</p> <p>Through PSHE and RE curriculum, children</p>	<p>The school promotes an understanding of shared values between different cultures and religious beliefs.</p> <p>Class names and identities reflect a range religious beliefs.</p>

	<p>Located within a broadly Christian community the school celebrates Christmas and, through assemblies and RE, develops the knowledge and understanding of the other religions (Judaism, Islam, Hinduism), including beliefs and celebrations.</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>explore similarities and differences of beliefs across religions , for example, the importance of forgiveness in different religions including Judaism, Buddhism and Christianity. Children study founders of different religions and creation stories, discussing similarities and differences.</p>	
Sexual Orientation	<p>Homophobic language is not tolerated.</p> <p>Sex and relationships education incorporates understanding of sexual orientation for older pupils.</p> <p>The school demonstrates a commitment to equality of opportunity and treatment to all members of the community regardless of sexual orientation (e.g. parental involvement in school life).</p> <p>Staff recruitment and professional review procedures help ensure equality of opportunity.</p>	<p>We ensure that all parents are involved in all aspects of school life.</p> <p>We enable children to develop an understanding of different models of family life.</p>	<p>The school encourages the involvement of parents in all aspects of school life.</p> <p>We ensure that resources used in school promote a range of models of family life.</p>