

This action plan sits alongside our Equalities Policy and is reviewed regularly.

Equality Objectives 2024- 2028

<p>Recognising & Respecting Difference – The Protected Characteristics We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics in order to promote a more equitable world.</p>	
<p>The Protected Characteristics</p>	<p>Disability – we understand that reasonable adjustments may need to be made to meet the needs of the individual Gender (including gender reassignment) – we recognise that girls and boys, men and women have different needs Religion and Belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds Age – we value the diversity in age of staff, parents and carers Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have Pregnancy and Maternity – we believe that our staff, parents & carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth</p>
<p>Objectives</p>	<ul style="list-style-type: none"> ✓ Ensure safeguarding is the school's highest priority. ✓ Review the school's Social, Moral, Spiritual & Cultural (SMSC) provision and set an action plan and demonstrate progress. ✓ Provide children with blocks of high-quality assemblies based on British Values and Diversity to ensure key learning across the school and facilitate collaboration and cross-year group discussion. ✓ Review the school's Cultural Capital provision and ensure it is a golden thread which runs through the curriculum. ✓ Revisit the British Values and provide opportunities for children to engage with them and develop a deeper understanding of their place in society. ✓ Create a calendar of religious celebrations over the year (linked to RE) to raise the profile and build awareness amongst our community. ✓ Subject leaders have Diversity as a key objective on their action plans to ensure we are maximising opportunities for children to visit across the curriculum. ✓ Review the reading provision across the school in terms of the protected characteristics and ensure there is exposure for all. ✓ Planning and curriculum audit for key areas (Diversity, British Values, Pirbright Core Values) to ensure the protected characteristics are well represented.

	<ul style="list-style-type: none"> ✓ Continue to develop and embed the key Pirbright Values as the foundation of school life for all stakeholders. ✓ Training opportunities provided to staff to upskill their understanding of issues, barriers and own prejudices. ✓ Regular data drops and exploration for staff to understand and appreciate our context. ✓ Continue to be rigorous in approach to school visits to ensure equal access to all. ✓ Continue with the Restorative Approaches journey for the school as a means to deal with behaviour. ✓ Vulnerable children (Pupil Premium, Special Education Needs, Looked After) to remain as a priority. ✓ Continue to provide social, emotional care (PEDALS) to all who need it including access to a Mental Health at Work First Aider.
--	---

The Specific Duties – a) Information Showing the School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> • We review and take account of equalities issues and inclusion in our school. We recognise that our children belong to a world that is diverse and multi-cultural and we need to raise awareness of this through our cross curricular curriculum as well as our assemblies and celebrate days throughout the year. • Pirbright Village Primary School has an embedded Values and Skills Led Education. • There are few incidents of any kind of discriminatory or prejudice related bullying (including racist and homophobic) and those which do occur are recorded and managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities • Incidents are used as a learning opportunity and Restorative Practices are promoted to ensure relationships are restored. • Feedback and training has been put in place to educate both members of staff and children with the use of appropriate language in the LGBT community. • The schools have an Equalities Policy in place and a Disability Access Plan.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Pupils who have particular needs are well supported in our school and they generally make progress in line with expectations. • There are established and effective monitoring systems in place to track pupil attainment. Pupils who are identified as vulnerable are monitored by the leadership team, class teachers, the LSAs and fall into the PEDALS team when required. They are also given extra opportunities outside the classroom. • Groups and individuals are tracked and monitored by the whole school and teachers are careful to intervene to prevent incidents of inappropriate behaviour or bullying. • Pupils report that they feel safe in school, and that their views are listened to.

	<ul style="list-style-type: none"> • Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parent engagement.
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> • Equality and Inclusion are central to our school ethos. The Values led education focus enables pupils to focus on identifying and developing a shared vision. • There is a Values and British Values and Diversity led Assembly plan where the children are encouraged to think beyond our community and how they can support people across the world. • The school has implemented the Relationships and Health Education alongside the PSHE Association Programme to support a wide cross curriculum for children to learn about difference and diversity, both in our own community and others including the global dimension. • Pupils and parents participate regularly in events that raise awareness of diversity issues and the schools contribute to a number of charities. • We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. • As a school we believe in developing leadership across the school community. The School Council is democratically appointed and children are selected on merit for House Teams, Ground Force, Librarians, Sports Leaders, Peer Mentors and Kindness Ambassadors. • Children have a wide range of opportunities to participate in decision making and make a difference. • Value the Pirbright Pyramid as a foundation for life at school and the means in which we ensure children feel safe and secure as the highest priority.

The Specific Duties – b) Publish Evidence of Equality Analysis Undertaken

Characteristic	Objective	Review
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated in light of the Equalities Act and practices audited.
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Teachers re-planned lessons related to race in accordance with the new Relationships and Health Education guidance from 2020. Lesson resources and assemblies etc, provided opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.
Gender	All members of staff to challenge any inappropriate language related to gender.	All members of staff utilise the Diversity Role Models Staff training.

	To continue to monitor the gaps between gender and analyse data to ensure class teachers are aware of any barriers to learning.	Teachers analyse their own data and have a greater understanding of the gender gaps between the children in their class.
Disability	Ensure school procedures allow any disabled children to have access to as many additional opportunities as reasonably possible.	Lesson and curriculum audit ensured there is provision for children. Clear plans in place support children on educational visits. Liaison with the team at EVOLVE to ensure any queries are resolved using guidance efficiently.
Economic disadvantage	To monitor and support vulnerable children. Additional provision in place to diminish the differences as laid out in our Pupil Premium Strategy.	Achievement of vulnerable children improved each year, closing the gap between non-PP children and PP children.
All	To promote mental health and wellbeing	SLT/LT lead on reducing staff workload Language around mental health and wellbeing embedded into school cultures both in lessons and the wider curriculum. Avenues made clear to staff and children about how to seek assistance. PEDALS Team to lead on supporting identified children and specific groups of children to ensure a programme is in place to meet individual needs.

The Specific Duties – c) Publish Details of Engagement Undertaken

Individual / Group engaged or consulted	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school, for example the School Council, Ground	Pupils report feeling safe and well-looked after in school. There are few incidents of prejudice related bullying and there are

	<p>Force, Playground Pals, Peer Mentors, Sports Leaders and Librarians. In class, pupil voice opportunities, Values led curriculum and contributions to designing learning and feedback opportunities.</p>	<p>established and effective policies and procedures for dealing with all inappropriate behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to.</p> <p>Vulnerable groups are surveyed separately in one to one situations via the PEDALS team and feedback is given to teachers where appropriate.</p> <p>Children causing concern are made aware to all members of staff on a weekly basis.</p> <p>Pupils contribute to school process through School Council.</p> <p>Children have an increasing understating of British Values and their place in society.</p>
Staff	<p>The Staff handbooks, the Induction Policy, the Learning and Teaching policy and the 'Promoting Positive Behaviour' guidance highlight and set out clearly the ethos of the school. Staff are regularly consulted and involved in school policy and procedures. There is a culture of openness and shared accountability.</p>	<p>Staff review these policies annually. Action plans have been formulated from evaluation activities.</p> <p>Staff training is welcomed and well received (both in-house and external).</p> <p>Staff complete questionnaires and regularly give feedback to SLT.</p>
Governors	<p>Governors have an annual schedule for reviewing of Equalities documents, Learning and Teaching, Safeguarding and Anti-bullying.</p>	<p>Governors are committed to establishing and maintaining a fully inclusive school.</p> <p>Policies and practice are reviewed at regular intervals eg playground behaviours enhanced through the PlayPod Scrapstore, PlayGround Pals, Ground Force etc through observations and discussion at Governors' Meetings.</p> <p>Governors are involved in key decisions regarding staffing and children.</p> <p>Governors regularly meet with staff to discuss subject leadership alongside wellbeing.</p>
Parents	<p>The majority of parents regularly liaise with the school through well attended FOPS events and consultation evenings. A HSLW/ PEDALS team are proactive in working with the hard to reach families and growing number of vulnerable families.</p>	<p>Parental engagement with the school is high. The schools and governors use well attended parent consultation meetings to talk to parents and survey opinions.</p> <p>Surveys have been very positive and are carried out on a termly basis with a particular focus each term.</p>

	<p>The Headteacher meets with FOPS on a regular basis. The school newsletters, website and email are used to maintain a dialogue with parents.</p> <p>We engage with parents in a range of workshop activities over the year to provide support as required.</p> <p>Reception home visits are always carried out with teachers to ensure a strong liaison from the outset of the children's education.</p> <p>SIT2 has responsibility for monitoring outreach to parents and they have prioritised parental engagement of hard to reach parents as a part of their SIP.</p>	<p>FOPS are incredibly active and rebuilt post-COVID. They contribute ideas and finances to the school and work well with the SLT.</p> <p>Parents are given more and more opportunities to engage in school life and be supported in learning. Classes have email addresses which promote an open-door policy.</p> <p>A senior teacher has a specific "Engaging Parents" role.</p>
--	---	--

The Specific Duties – d) Set and Publish Equality Objectives

Please see first section marked Equality Objectives 2024 – 2028.