**HOLLY PARK PRIMARY SCHOOL**

**EQUALITY OBJECTIVES: 2017 - 2020**

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| **Link to Public Sector Equality Duty** | **Protected characteristic** | **Aim:** | **Objective:** | **Target group(s): e.g. whole school, girls, boys, SEN, staff etc** | **Action:** | **Who’s responsible?** | **Dates from and to:** | **Milestone/ progress:**  **(To be reviewed October 2018)** |
| All aims of duty | All protected characteristics | To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life | Increase the diversity of pupils/students involved in the decision-making processes of the school | Minority, marginalised and vulnerable pupils/students | Identify which groups are under-represented in the School Council and/or pupil voice processes within the school and discuss strategies to increase participation with the school council and with classes | Families Co-ordinator | January 2018 |  |
| Eliminate unlawful discrimination, harassment and victimisation  Equality of opportunity | All | To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff | Identification of equalities training needs in relation to protected characteristics  Improved data collection and analysis on staffing issues  Staff reporting improved sense of inclusion | Applicants and all school staff including volunteers | Undertake equality impact assessment on policies and practices relating to recruitment and staffing and ensure alignment with local authority guidance  Improved data collection and monitoring of equality information relating to staff | SMT | September 2018  September 2018 |  |
| Eliminate unlawful discrimination, harassment and victimisation | Race/  Religion or Belief/  Disability | To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific health needs | Increased take up of school meals | All those with specific race, faith, cultural and health needs | Establish a school food focus within the school council  Ensure teachers and kitchen staff have up-to-date information about pupil food choices and requirements | Classteachers  School caterers/cook | Spring 2019 |  |
| Eliminate unlawful discrimination, harassment and victimisation | Sexual Orientation/Race/Gender identity/Disability/Religion or belief | To prevent and respond to all hate incidents and prejudiced based bullying | Students feel safer as reported in safer schools survey as feel incidents will be dealt with.  Increased staff confidence  Continue to report anti social behaviour and hate incident reporting to improve accuracy and increase reporting rates through alert forms. | Whole school and specifically BME / SEND pupils/students or those from a faith background | To review and update existing policies and practice relating to bullying  Access staff training.  Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia  Promotion of hate incident recording to students. | Inclusion Manager  Learning mentor | September 2018 |  |
| Eliminate unlawful discrimination, harassment and victimisation  Fostering good relations | Sexual Orientation | To ensure LGBT family members are accepted and homophobia is challenged | Increased staff confidence in dealing with and reporting rates of LGBT bullying.  Rates of LGBT bullying and use of homophobic language decreases | Whole school and specifically LGBT family members | Utilise appropriate resource in PSHE as appropriate | Families Co-ordinator | December 2018 |  |
| Advance equality of opportunity | Sex | To increase the confidence of some female students | To increase the resilience and knowledge of identified girls | Targeted female students | Establish and run small group sessions for targeted students | School staff | January 2018 |  |
| Advance equality of opportunity | Disability/  All | To increase social and emotional skills for pupils/students with BESD (Behavioural, emotional and social difficulties) | Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption | Pupils/students with BESD | Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills  RESILIENCE Programme | Inclusion Manager  SENCo  Learning Mentor  Pastoral team | September 2018 |  |
| Advance equality of opportunity | Disability | To better understand the needs of disabled parents/carers within our school community | Improved access and communication with disabled parents/carers | Disabled parents/carers | Gather and record information relating to disabled parents | SMT  Site Manager  Families Co-ordinator | April 2019 |  |
| Advance equality of opportunity | Sexual equality | To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping | Positive changes in curriculum with regard to PSHe and Citizenship, as well as the wider curriculum  Enabling Enterprise projects | All pupils  PPG pupils in Raising Aspiration project groups | Provide activities that allow pupils/students to explore gender stereotyping in careers | PPG teachers  Clas teachers in EE projects | April 2019 |  |
| Advance  equality of opportunity | Other | To improve the attainment of pupils eligible for free school meals | Improved attainment | Children eligible for free school meals | Collate and analyse data relating to attainment by target group  Work with LA to identify strategies to improve attainment of this group | SMT | July 2019 |  |
| Advance  equality of opportunity | Sexual equality | To improve the attainment and progress of boys in writing | Improved attainment and progress writing | Boys | Collate and analyse data relating to attainment by target group  Work with LA to identify strategies to improve attainment of this group  Review curriculum offer to ensure topics are ‘boy friendly’  Use monitoring and audit tools to review provision | SMT  Key Leader for Equalities and Diversity  Class teachers | Spring 2019 |  |
| Fostering good relations | Age | To improve understanding and to challenge stereotyping between young and older people | Increased positive attitudes towards each other | All pupils | Continue to invite older community members to work in school – e.g Beanstalk  Continue with grandparents day | Class teachers  Deputy head  Music Teacher | December 2018 |  |
| Fostering good relations | All | To promote good relations between people from different backgrounds | Improved understanding of Holly Park School in the wider London community and the diversity within it  Improved understanding of Holly Park School in the wider world community | All pupils | Parent engagement events (e.g. International Day, Fairs)  Continue with writing to children in Spanish schools  Black History Month  Visits to places of worship  Values work  Rights respecting work  Local, National & International charities  Work on intermediate Global dimension award | SMT  Spanish teacher  Key Leader for Equalities and Diversity  DHT | July 2018 |  |