

Hawridge & Cholesbury C of E School Equality Objectives 2018 - 2022

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Aim	Action to be taken	Personnel	Timescale	Resources	Impact
Provide training for all staff and governors on equality and diversity	Provide specific INSET to staff on equality training. Use opportunities as they arise during INSET to provide training on equality and diversity.	HT & DH to lead. All staff and governors.	Training on equality policy and duty Autumn Term 2018.	Time for meetings	All staff and governors aware of legislation and responsibilities of all stakeholders
To investigate and identify further which protected characteristics exist for which children within each class and in our school overall.	Class teachers to complete 'class make-up' spreadsheets which relate to protected characteristics known to school and where possible take opportunities to discover missing information. Teacher in Reception and other classes receiving new children to proactively seek information from families/ previous settings about protected characteristics.	Equalities Lead to set up spread sheet and collate info. All staff to complete.	Following Equalities training 17.10.18 by January 2019	Spreadsheet Time to collect and collate information/ speak to feeder settings/ families etc.	All staff have a greater understanding of makeup of the school which can then be used to ensure all groups have equal opportunity to learn and thrive.
To collect and analyse data for any protected characteristics groups within our school and identify possible trends.	Collected and collated information will be used to identify the unique make up of our school. Specific groups relating to the protected characteristics will be identified and data/ information will be tracked at pupil progress meetings. Attainment and progress of these groups will be monitored by governors.	Equalities Lead SLT HT & AHT through PPMs Governors – data reports.	PPMs to include Protected Groups from Spring 2019 Groups to be reported to governors Summer 2019	Time for Assessment Co to further breakdown data.	Staff and governors are aware of any trends in underachievement in terms of progress and attainment relating to specific Protected groups and an action plan is compiled to tackle this.

Promote understanding and respect for differences including differences in gender, ethnicity, race, religion (or no religion), ability (or disability), gender re-assignment and sexual orientation.	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.	HT SLT All class teachers and LSAs Governors Pupils Parents	On-going	Cost of resources to promote understanding.	Greater understanding and respect for differences. The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training.
Promote an understanding and respect for gender equality.	Identify opportunities in the curriculum to look at positive role models of men and women in non-stereo typical job/ life roles and to celebrate diversity. Use collective worship as an opportunity to talk about job and status roles and to challenge stereotypes. Invite visitors/ alumni in to talk about their lives.	HT SLT All class teachers and LSAs Governors Pupils Parents	On-going	Cost of resources to promote understanding.	Greater understanding and respect for differences and for gender stereotypes/ gender equality/
Offer more positive male role models to pupils where this is lacking.	Actively plan opportunities for males to be involved with school projects. A 'Men's week'. Actively seek male volunteers to work in school – hearing readers and tasks which are not necessarily gender stereotypical.	HT SLT All class teachers and LSAs Governors Pupils Parents	On-going	Time to organise and recruit. Cost of resources	Greater understanding and respect for differences and for gender stereotypes/ gender equality/