

Equality Objectives September 2023 – September 2026

Overall Target

To actively encourage positive attitudes towards those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation) and to meet their needs.

Intended Impact

Hartley Brook Primary School is fully inclusive and there is equality of opportunity for all.

Action	Success Criteria	Impact
To conduct an equality analysis to ensure the school has 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations.	Every time an academy policy is reviewed, the policy is assessed for its positive and negative impact on people with protected characteristics. Equality implications are considered before and as the policy is developed. Policy analysis is carried out with rigour and a critical mind-set ensuring equalities are promoted.	Desired: The development of policy and practice advances equality of opportunity and participation.
Achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed.	Data for all children is analysed termly by class teachers. This then feeds into termly progress meetings and informs academy improvement plans.	Desired: Improved provision and support, leading to improved outcomes for any vulnerable or disadvantaged group.
To continue to ensure equality of access for children, parents and visitors.	All stakeholders have access to the school site (with reasonable adjustments made as necessary). School documentation is produced in an accessible format (where needed). Children have particular needs identified and reasonable adjustments provided to allow equality of opportunity (making careful consideration of communication systems)	Desired: Hartley Brook is accessible to all
To create a positive inclusive culture and eliminate discrimination and harassment	Staff meetings, induction and other communication raises the awareness and reminds staff of procedures in relation to reporting racist / homophobic / bullying incidents. Trends are analysed and inform wider plans.	Desired: Positive steps are taken to eliminate all forms of discrimination and harassment

To promote positive attitudes towards diverse families and home situations.	Through assemblies and the curriculum (including PHSE / Relationships Education), opportunities are embraced to promote equality and diversity. A range of cultural events are celebrated throughout the year e.g. Diwali, Eid, Easter Christmas etc. Training of staff to support and promote equality and diversity (e.g. Educare Equality and Diversity module). Positive images which reflect the diversity of the academy and community are promoted through displays. Provide and/or seek out specialist training according to the needs of children and young people who attend the academy.	Desired: All understand and value the diversity that surrounds them and challenge prejudice and stereotyping. Increased scholar awareness of different communities. Staff feel confident to provide appropriate support for all children including those with disabilities.
To continue to make all enrichment activities accessible (eg. extra-curricular activities and sporting events).	All children are encouraged and supported to participate in activities across the curriculum (reasonable adjustments are made where necessary). Those with SEND are offered the opportunity to represent the school and attend educational visits and experiences. Use of pupil premium (where appropriate) supports equal access. Monitoring and analysis of take-up of activities identifies trends and leads to action. Monitoring and analysis of attendance at Breakfast and after school clubs informs practice.	Desired: All needs are met and supported to enable all children to access the full ambitious wider curriculum offer wherever possible.
To encourage a diverse range of children to positively contribute to school life through participation in leadership roles	Monitoring make-up of Ambassadors, School Councillors, sports leaders etc informs actions to ensure all children have the opportunity to make a positive contribution to academy life.	Desired: A diverse range of children are making a positive contribution to the life of the academy.
To continue to work well in partnership with all parents	Positive relationships exist with all parents (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage). Parent feedback is sought, considered and acted upon as appropriate (eg meetings, surveys)	Desired: All parents feel supported and included in the life of the school and their children's learning.