

# Equality Objectives



## Context

At St Ebbe's, our vision statement details our aim to nurture wise, compassionate citizens with the power to make a difference. These citizens can only develop from an environment where inclusion and diversity are nurtured and promoted and where every child has the right to feel they belong.

Under the [Equality Act 2010](#) we comply with the Public Sector Equality Duty as detailed in our Equality and Diversity Policy. In addition, we adhere to the standards set out in article two of the UN Convention on the Rights of the Child (1989), ensuring that our school does not unlawfully discriminate against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.



Equality Objectives		Evidence in Practice/Feedback Loops
1	All members of our community are valued equally, have equal voice and are able to thrive personally and academically.	Assembly planning, Circle Time, survey content, Staff and Child Wellbeing Policies, attainment data for minority groups
2	We create an inclusive learning environment for children and staff where our difference and diversity are celebrated and included in our school.	Books and displays in classrooms/around school, celebration of religious festivals No Outsiders PSHRSE programme
3	We seek diverse opinions from our community when making decisions.	Children/staff/parent opinion sought through surveys, assemblies (e.g. Children's Anti-Bullying Policy), working groups
4	All staff model equity, fairness and respect for all in their interactions with members of our community	Observed interactions, Behaviour Policy/Anti-Bullying Policy, what members of our community report verbally and in surveys
5	We actively champion the standards of the UN Convention on the Rights of the Child	Curriculum planning, classroom walls, what children say
6	We have high expectations of all children and help them uncover their creative genius.	Surveys, what children say about their passions, varied timetabling, class discussions, SEND Information Report and Policy
7	We plan a curriculum that will encourage critical engagement with issues historical, contemporary and future and encourage children to be curious about each other's culture and beliefs.	Curriculum planning, observed discussions, what children say
8	We remove systemic barriers for vulnerable groups and provide the necessary scaffolding for equity.	SEND/PP Policies Interventions for SEND/PP children PP strategy
9	We ensure staff receive regular training in addressing equality issues and have systems in place to respond with clarity	Diversity Lead teacher appointed Diversity Lead/HT 6 x OTSA Diversity training Scripts for responding to incidents related to protected characteristics



		CPOMs records Behaviour tracking
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### How will we know our objectives are being met?

- The physical environment of the school and each classroom will reflect a curriculum that promotes diversity and inclusion.
- Results of regular surveys of the opinions of children, staff and families in our school community will
- The school will be proactive in addressing concerns raised by the surveys.
- Active communication and interaction from the wider school community.
- Patterns in analysis of attainment data

### For more information ...

United Nations (1989) *Convention on the Rights of the Child*. <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

UK Government (2010) *Equality Act*. <https://www.legislation.gov.uk/ukpga/2010/15/contents>

[Public sector equality duty - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

**Date adopted by Governors: 24<sup>th</sup> June 2021 (see minutes of FGB)**

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