



Waterside Primary Academy Equality Objectives 2019-2022



In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

Objective	Actions	Timescale	Evidence
<p>To improve the achievement of children from low income and disadvantaged families, eliminating attainment gaps within the school and between the school and national averages.</p>	<ul style="list-style-type: none"> • Implement an effective Pupil Premium Strategy, ensuring that funding is used to best effect to raise pupil achievement. • Track children and their achievement carefully, including through the use of Pupil Progress Meetings. Use tracking to identify and address learning needs. Provide data analysis to the Local Governing Body, and an overview to Trustees. • Use continued professional development and aligned monitoring and evaluation to ensure that all classroom staff are highly skilled and that all pupils benefit from effective provision. 	<ul style="list-style-type: none"> • Revised Pupil Premium Strategy in place by September each year; reviewed and evaluated termly. • Half-termly Pupil Progress Meetings. • Tracking data termly. • CPD and monitoring ongoing, throughout each year. 	<ul style="list-style-type: none"> • Evaluated Pupil Premium Strategy. • PPM Records. • Achievement data. • LGB minutes. • Intervention Summaries. • Case Studies.
<p>To prevent and deal effectively with bullying and harassment, recognising</p>	<ul style="list-style-type: none"> • Implement an improved approach to behaviour management and anti-bullying. 	<ul style="list-style-type: none"> • New Behaviour and Anti-Bullying Policy from Sept 	<ul style="list-style-type: none"> • Policy document.

<p>that the groups who share a protected characteristic are more vulnerable to bullying and harassment.</p>	<ul style="list-style-type: none"> • Communicate to pupils, parents and staff the school's zero tolerance to all forms of bullying and harassment. • Ensure that incidents are reported and addressed swiftly and effectively. Provide training for staff on dealing with and reporting incidents. • Record, analyse and report bullying and harassment on the grounds of race, gender, disability, sexual orientation etc. 	<p>2019, reviewed September 2021.</p> <ul style="list-style-type: none"> • Staff training at least annually. • Behaviour analysed at least termly, reported to the Local Governing Body. 	<ul style="list-style-type: none"> • Bullying and behaviour records and analysis. • Stakeholder feedback, including pupil and parent surveys. • LGB minutes.
<p>To promote and secure racial equality within the school, ensuring that all pupils feel represented within the curriculum, racist ideas and actions are challenged and anti-racism education is in place.</p>	<ul style="list-style-type: none"> • Ensure that the curriculum promotes the history and experiences of a wide range of people and groups, aiming for representation of different races and cultures within learning and within the school environment, e.g. display, assembly. • Embed clear systems to report and respond to all incidents of racism or perceived racism. Procedures to include informing parents of all pupils involved and support for victims; also support for perpetrators aimed at addressing racist views. • Work with staff to develop their understanding of racism and their use of school procedures. • Analyse racist incidents, reporting to the Local Governing Body and identifying actions to be taken in response to the analysis. 	<ul style="list-style-type: none"> • Curriculum developed autumn 2019/spring 2020; reviewed as required. • Review systems for racist incidents spring/summer 2020, with staff training. • Analysis of racist incidents at least termly, reported to the Local Governing Body. 	<ul style="list-style-type: none"> • Curriculum documentation. • Racist incidents records and analysis. • Stakeholder feedback, including pupil and parent surveys. • LGB minutes.
<p>To equalise opportunities, recognising that some of the groups who share a protected characteristic are likely to be economically disadvantaged.</p>	<ul style="list-style-type: none"> • Ensure school uniform is as affordable as possible, keeping badged items to the minimum and offering second-hand items as available. • Avoid putting parents under unnecessary financial pressure, and give sufficient 	<ul style="list-style-type: none"> • Ongoing. • Participation in extra-curricular activities tracked at least twice-yearly. 	<ul style="list-style-type: none"> • Charging and Remissions Policy. • Tracking of extra-curricular participation.

	<p>notice when contributions are requested. For significant outlay, e.g. residential visits, provide a staged payments system.</p> <ul style="list-style-type: none"> • Promote the take-up of extracurricular opportunities, tracking the participation of disadvantaged pupils and encouraging their involvement directly with the individual pupils and families. • Ensure that the school charging policy is appropriate. 	<ul style="list-style-type: none"> • Charging and Remissions Policy reviewed annually. 	
<p>To ensure that all parents and carers are fully informed and involved, recognising that some of the groups who share a protected characteristic are more likely to find school intimidating, strange or inaccessible.</p>	<ul style="list-style-type: none"> • Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs. Use text messages as an alternative to letters or emails when appropriate. Ensure school communications are in clear, succinct English. • Encourage parents to let the school know if they have a disability or other need, and signpost to support services as appropriate. • Enable all parents to understand how well their child is progressing, through working with staff to ensure that written information (e.g. end of year reports) and verbal information (e.g. at Consultation Evenings) is clear and approaches are consistent. • Explain how parents can help their child at home, through providing information sessions (e.g. on phonics or reading), adult-learning opportunities with BCC and curriculum information on the school website. • Encourage parents to join the PTA and/or local governing body. 	<ul style="list-style-type: none"> • Ongoing. • Consultation evenings offered at least termly. • Written reports each summer term, with leaders reviewing the format of these annually. • Information sessions for parents at least termly. 	<ul style="list-style-type: none"> • Newsletters; school website. • Stakeholder feedback, including parent surveys. • Attendance at consultation evenings, information sessions and learning opportunities.

<p>To develop pupils' cultural capital and achievement through providing high quality education, recognising that some of the groups who share a protected characteristic are more likely to under-achieve and/or have limited life experiences.</p>	<ul style="list-style-type: none"> • Develop the school's curriculum, ensuring that all staff share a clear understanding of curriculum intent and are equipped to implement the curriculum effectively. Provide staff CPD to develop subject knowledge. • Ensure the curriculum provides rich and varied learning experiences, including through visits/visitors, special events and hands-on learning. • Track the achievement of all pupils, and of vulnerable groups. Include discussion of vulnerable and under-achieving groups in Pupil Progress Meetings. Provide data analysis, including by pupil group, to the Local Governing Body. • Implement the school's Accessibility Plan, aiming for full participation for all pupils in every aspect of the curriculum. • Provide staff training on the effective teaching of children with special educational needs or disabilities. Use SEN action-planning to continually develop SEN provision in the school and meet the needs of all pupils. 	<ul style="list-style-type: none"> • Curriculum developed autumn 2019/spring 2020; reviewed as required. • Half-termly Pupil Progress Meetings. • Tracking data termly, to LGB. • Accessibility Plan revised Autumn 2019 then annually. • SEN staff training at least termly. 	<ul style="list-style-type: none"> • Curriculum documentation. • PPM Records. • Achievement data. • LGB minutes.
---	---	--	--