

## Equality Objectives Action Plan and Annual Review of Impact

The nine protected characteristics under the Equality Act are referenced in the following Equality Objectives:

Age, Disability, Gender reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief and Sex

Park View Primary Academy Equality Objectives	Action	Action in place by when?	Annual Review - July 2020
1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community.	<ul style="list-style-type: none"> <li>• Teach a progressive PSHE curriculum that includes RE, relationships, citizenship (British Values) and health and wellbeing.</li> <li>• Provide themed days that address local, national and international culture and events</li> </ul>	Ongoing – all staff involved in delivering a rich curriculum	Children experience a wide range of faiths, cultures and beliefs. They have a good understanding of these, both locally and globally.
2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs and disabilities.	<ul style="list-style-type: none"> <li>• Provide a diverse range of extra-curricular clubs which are open to all groups</li> <li>• Monitor involvement in extra-curricular sports clubs</li> <li>• Target non-involvement in extra-curricular clubs by providing a broad range of sports and tracking inclusion</li> </ul>	Review termly by sports coach, SLT	<p>There are equal opportunities to be involved in all clubs including sporting events.</p> <p>Children are targeted for non-involvement</p>
3. Actively close gaps in attainment and achievement between students and groups of students especially students eligible for free-school meals, students with special educational needs and disabilities, looked after	<ul style="list-style-type: none"> <li>• Develop whole school provision mapping, work sample scrutiny and tracking for SEND</li> <li>• Continue to conduct weekly/fortnightly progress meetings</li> <li>• Provide intervention for targeted groups or individuals</li> </ul>	From Sept 2019 for all classes	<p>The attainment of children is rigorously monitored through weekly/fortnightly pupil progress meetings.</p> <p>Individuals and groups of children are monitored, underachievement is highlighted and interventions take place.</p>

children and students from minority ethnic groups.			Provision mapping, monitoring and tracking of provision and achievement of SEND is Consistent
4. Continue to improve accessibility across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.	<ul style="list-style-type: none"> <li>• Consider accessibility when planning educational visits or workshops</li> <li>• Consider alternative arrangements to ensure inclusion in all aspects of school life and extra- curricular events</li> </ul>	Ongoing	<p>Accessibility is taken into account and any barriers are removed when planning school events.</p> <p>Children/staff/visitors with physical impairment have alternative arrangements made to ensure fair access.</p>
5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.	<ul style="list-style-type: none"> <li>• Ensure all appointments are made under the public sectors equality duty by continuously updating training of those involved in recruitment</li> </ul>	Ongoing	All appointments are made under the public sectors equality duty.
6. Reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.	<ul style="list-style-type: none"> <li>• Develop a theme of diversity, tolerance and inclusion across school through the SMSC curriculum, themed days, RE and SRE</li> <li>• Ensure consistent use of the reward and consequence behaviour management policy</li> <li>• Ensure accurate recording of all behaviour incidents</li> </ul>	Ongoing	<p>There is a zero-tolerance approach to discriminatory language. The Academy uses a system of consequences as a deterrent. Monitoring of such language is maintained and reviewed.</p> <p>A theme of tolerance and respect runs through our assembly programme and SMSC curriculum. Student's views have been sought throughout the academic year.</p>

