

## Hexthorpe Primary Academy Equality objectives

### **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**

Hexthorpe Primary is fully inclusive and there is equality of opportunity for all.

<b>Action</b>	<b>Success Criteria</b>	<b>Impact</b>
To continue to actively promote positive attitudes towards others and awareness of equality and diversity	<ul style="list-style-type: none"> <li>• Opportunities are embraced to enrich multi-cultural and multi-faith education</li> <li>• British Values are promoted</li> <li>• Issues of identity, equality, racism, rights and responsibilities are explored with the children</li> </ul>	Children treat others with dignity and respect and understand the effects of discrimination.
To continue to ensure equality of access for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>• All stakeholders have access to the school site (reasonable adjustments are made where necessary)</li> <li>• School documentation is produced in an accessible format (where needed)</li> </ul>	Hexthorpe Primary Academy is accessible for all.
To promote positive attitudes towards diverse families and home situations.	<ul style="list-style-type: none"> <li>• Stonewall training accessed for updates by staff representative</li> <li>• Training disseminated to all staff</li> <li>• Staff include diversity / prejudice awareness in teaching</li> </ul>	Children understand and value the diversity that surrounds them and challenge prejudice and stereotyping
To continue to make all enrichment activities accessible (eg extracurricular activities and sporting events).	<ul style="list-style-type: none"> <li>• all pupils participate in all activities across the curriculum (reasonable adjustments are made where necessary)</li> <li>• disabled pupils are offered the opportunity to represent the school</li> <li>• disabled pupils attend all visits and residential</li> </ul>	All pupils' needs are met and all take as full a part as possible in the activities of the school.
To continue to work well in partnership with all parents	<ul style="list-style-type: none"> <li>• Positive relationships exist with all parents ( including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage)</li> <li>• Parent feedback is sought, considered and acted upon as appropriate (eg meetings, surveys)</li> </ul>	All parents feel supported and included in the life of the school and their children's learning.

<p>To review sex &amp; relationship teaching in light of the Equality Act</p>	<ul style="list-style-type: none"> <li>• Content of what is to be taught in SRE lessons is reviewed to ensure compliance with the Equality Act 2010</li> </ul>	<p>The SRE policy is consistent with our Equality Policy.</p>
<p>To be more accountable for how well we are complying with the Equality Act 2010.</p>	<ul style="list-style-type: none"> <li>• The equality objectives are reviewed in the termly HT's report to the governors.</li> <li>• A website page (showcasing work at school to promote protected characteristics) is completed and kept up to date</li> </ul>	<p>Our equality of provision will be regularly reviewed and monitored.</p>