



Equality Objectives
2021 – 2024

At Hursthead Infant School we celebrate diversity and aim to provide a fully inclusive environment and culture.

Objective	Groups which will be most affected /influenced	Time Scale	Action	Lead	Evidence
To develop a culturally inclusive curriculum that celebrates equality and diversity	All groups within school	Ongoing	<ul style="list-style-type: none"> • School’s displays to reflect equality and diversity • School’s library and class libraries include books reflecting and promoting equality/diversity • Year Groups to review their curriculum and teaching/learning opportunities re: equality/diversity • PSHE curriculum - promotion of equality/diversity • Outside professional advice sought to aid school monitoring re: equality/diversity • Provide and offer translation services / resources ensuring all parents are supported in being able to access school information. 	SLT Class Teachers Teaching Assistants Governors	School’s displays School’s library Class libraries Lesson plans Lesson observations School ethos Assemblies



<p>To increase the whole school communities' understanding of equality and its implications on a day to day basis.</p>	<p>All groups within school</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Staff meeting time to ensure understanding of school's equality responsibilities, including the 9 protected characteristics, and how equality/diversity are promoted through the school. • 9 Protected Characteristics statement on website • Whole curriculum overview completed which highlights where the 9 Protected Characteristics are covered • Publishing of the school's aims through ensuring the Equality Policy and Objectives are on the school's website • Governors to annually review progress • Invite parents to share their experiences/celebrations in classes and assemblies. Parents view/ideas collected at Curriculum Meetings 	<p>SLT Class Teachers Teaching Assistants Parents Governors</p>	<p>Staff have a shared understanding of equality and their role within its promotion (Parents aware of the promotion of equality within the school)</p>
<p>To increase the understanding of different religious groups through the use of assemblies, visitors, visits, celebrations and the curriculum</p>	<p>All children</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Monitor assembly content and ensure all major world faiths and festivals are covered and celebrated • Invite visitors from major world faith groups • Encourage visits to places of worship • Ensure appropriate curriculum content refers to equality/other faith groups • Whole school celebrations of world faiths and festivals • Themed weeks provided by lunchtime provider • Staff members to visit other schools to learn from best practice 	<p>SLT Class Teachers Teaching Assistants Governors</p>	<p>The children have a good understanding of the beliefs of those from other cultures/faiths</p>



<p>Teachers and Teaching Assistants develop skills and strategies to deal with children who have specific disabilities</p>	<p>Training for new and existing staff relating to disabilities</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Appropriate training given, in-house or externally • Sharing of best practice 	<p>SLT Class Teachers Teaching Assistants</p>	<p>Teachers and Teaching Assistants are equipped with skills, strategies and knowledge to enable them to teach and support pupils with disabilities helping them reach their potential</p>
<p>To ensure that vulnerable groups of pupils achieve challenging targets and gaps in attainment for these pupils are reduced</p>	<p>Vulnerable groups to be identified throughout the school. Pupils attainment closely monitored and tracked</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Pupil Progress meetings – vulnerable pupils tracked & action taken to raise attainment • SLT meetings – report on vulnerable pupils and action taken to raise attainment • PPG Funding – see PPG strategy 	<p>SLT Class Teachers Governors</p>	<p>Vulnerable pupils making progress and intervention used when appropriate The gap between the attainment of all children and vulnerable groups is narrowed</p>
<p>Ensure any future building projects adhere to disability legislation</p>	<p>Disabled visitors, staff, Governors, parents and children</p>	<p>Ongoing</p>	<p>Monitor compliance with disability legislation</p>	<p>SLT Governors</p>	<p>The school’s building is made accessible to disabled visitors, staff, Governors, parents and children</p>



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