

Southbury Primary Equality Objectives

At Southbury Primary School our vision is very simple but of fundamental importance to us all. We want all of our staff and parents to work together to enable all of the children who pass through the school to reach their full potential in a safe, happy and caring environment.

As a school, we want to ensure that equality exists within our school in order that all children are included effectively and that they are all supported to achieve their best.

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our School has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief and sexual orientation.

In compiling this equality information we have:

- Identified existing evidence of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

In line with new regulations, we have published the equality objectives below that we will be working on over the next couple of years. This page will be updated to indicate what we have done to meet these objectives so far.

EQUALITY OBJECTIVES

Equality Objective	<i>MUTUAL RESPECT</i> - To promote the 'British value' of mutual respect within the school community - with a focus on race, religion, age and disability.
Why?	Our school has a large proportion of children with EAL (82%) - and 4 different religions across the school (5 including a group of Jehovah's Witnesses). Our number of PP and SEND pupils is above national average. Our data shows that 72% of our pupils are of non-white or mixed racial heritage.
How?	Within our six core values - ongoing emphasis on RESPECT, drawing on a variety of aspects - racism, e-safety, homophobia, religions and belief systems. PSHE and RE lessons enable our pupils to learn about equality, diversity and difference and to show understanding of others. Respect for the older generation, especially older members of our community. Children support at the local care home by singing at Christmas. All pupils designed poppies for our KS2 memorial display. Ensuring parents demonstrate respect for others from different faiths or races (meeting with particular parents to discuss the value and importance of learning about other faiths in RE lessons if needed).
Outcome?	

Equality Objective	<i>SELF RESPECT</i> - To promote self-respect and safety - in terms of religion, belief, disability or sex.
Why?	We need to ensure that staff are continually updated on safeguarding and that children know how to keep themselves safe.
How?	To ensure that all of the safeguarding team have completed the online training on female genital mutilation and that this has been cascaded to staff in order that all members of the school community know what signs to look for and the procedures they must follow if they have concerns. To ensure that pupils know that this is a form of abuse and to ensure that they know how to protect themselves. To provide support to pupils who require additional provision for their SEMH - social, emotional and mental health - needs. This is the teacher's responsibility as well as the SENCO (to identify the additional needs and ensure the necessary provision is in place for each individual). School has also members of the inclusion team who run play therapy, confidence club and 1:1 mentoring sessions to help pupils learn to better manage their emotions - which can often impact negatively on academic performance, if left unsupported. These provisions are also for children who are experiencing difficulties within their home/school circumstances. Safeguarding is incorporated within the curriculum for PSHE (Personal, Social and Health Education), SRE (Sex and Relationships Education), and assemblies, so that children understand what abuse is and what they should do if they are experiencing it. Promotion of Childline number and NSPCC Pants rule.
Outcome?	