



Hillcross Primary School Equality Objectives 2016-2017

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To improve the outcomes for disadvantaged children (especially those who also have SEN) so that the gap between this group and non-disadvantaged children reduces and is ultimately closed.

Why we have chosen this objective:

Disadvantaged pupils, particularly those with SEN, are currently under-performing compared to non-disadvantaged children. This objective directly correlates with one of the targets in our SDP. By targeting this group of children we intend to reduce the attainment gap of pupils supported through the pupil premium in all subjects.

To achieve this objective we plan to:

- Ensure this target is a focus target in the SDP
- Appraisal targets for staff are directly linked to the outcomes of disadvantaged children
- SENCO, and leaders to regularly monitor the progress and attainment of this group of children so that timely and relevant action can be taken as a result.
- Ensure funding for disadvantaged children is focussed on facilitating better outcomes

Equality objective 2:

To ensure that by January 2017 scrutiny of timetables, pupil voice and lesson observations provide evidence that the PSHE curriculum has been fully integrated into the curriculum

Why we have chosen this objective:

Monitoring showed that the PHSE curriculum was not consistently being taught across school.

To achieve this objective we plan to:

- Introduce a new PSHE curriculum across school
- PSHE leader to regularly monitor planning and timetables to ensure coverage
- Raise the profile of PSHE across school e.g. displays in classroom/corridors, link assemblies to PSHE etc.
- Lesson observations of PSHE and training to ensure best practice is disseminated

Equality objective 3:

To appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables pupils to understand and respect difference and diversity

Why we have chosen this objective:

Qualitative evidence and behaviour logs across school there are instances whereby children have used homophobic words and phrases such as 'that's so gay', 'you're a lezza', 'gay boy' towards each other. In discussion with children, gay and lesbian relationships are often sniggered or jeered at for being "different" to heterosexual relationships.

To achieve this objective we plan to:

- Pupil survey to establish frequency of incidents and children's current viewpoints.
- Evaluate the way in which the PSHE curriculum addresses and provides opportunities for children to explore this area.
- Order suitable resources such as books which portray same sex relationships and families made up of two Mums and/or two Dads etc. in order to 'normalise' different relationships
- Provide training for staff to ensure they are confident integrating sexual orientation into the curriculum
- Use pupil/staff/parent voice to monitor and evaluate a change in viewpoint/opinion and identify areas to target
- Look at how other schools have achieved this

Equality objective 4:

To ensure that by July 2017 90% of the staff will feel confident in responding effectively to homophobic views or comments, as evidenced in the annual staff survey.

Why we have chosen this objective:

In order to ensure objective 3 is met it is imperative that all staff feel confident in addressing homophobic views or comments and integrating this into the curriculum to ensure a consistent approach across school. There has been no targeted training for all staff in this area.

To achieve this objective we plan to:

- Research suitable organisations/charities to deliver whole staff training e.g. Educate to Celebrate
- Carry out a survey and again in July to compare staff response
- SLT to role model to rest of staff in school how to tackle homophobic views or comments when they occur
- Provide guidance cards/flow maps on how to identify homophobic views or comments and how to effectively challenge these