Houghton Primary School

Working hard to achieve our best

Houghton Primary School Equality Statement and Objectives

Date reviewed and adopted:	Spring 2025
Approval level:	Full Governors
Signed: Headteacher	A Spencer
Signed: Chair of Governors	Briony Rice
Date of next review:	Spring 2026

Equalities Statement
We value and respect everyone in our community and work as a team with the commitment to:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010.

The Equality Act 2010
The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We ensure that we have due regard for the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don't
- foster good relations between people who share a characteristic and those who don't.

School Policies
The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Aims of the School
Our School aims for our whole community to achieve their best by;

A: **Aiming high...** *within an **Active** curriculum which is **Accessible** to all in order to **Achieve** the very best that we can*
C: **Challenging ourselves...** *within a culture of **Care, Cooperation** and **Community**.*
H: **Helping each other...** *to achieve within a **Happy**, **Healthy** and **Hard-working** environment*
I: **Inspiring others...** *to be **Independent**, **Involved** and ever **Improving***
E: **Excellence...** *in all that we do, having the highest **expectations** of ourselves and others...*
V: **Valuing every individual...** *and providing **Varied** and **Valuable** learning experiences*
E: **Encouraging everyone...** *through our **Enthusiasm** and **Eagerness** to be our very best*

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all

Values and Beliefs
We are an inclusive community School where pupils, parents, staff and governors work together to meet the needs of the community to better the lives of all.

We celebrate the positive contribution made by different social, ethnic and linguistic groups and by our established links within our community.

We believe that members of our community should:

- have an entitlement to a quality education within a safe, attractive, clean and orderly learning environment
- have access to a broad, balanced, interesting and challenging curriculum
- enjoy learning, achieve high standards and reach their potential
- be taught and supported by highly skilled and motivated staff
- be valued, respected and treated fairly
- show tolerance and respect towards others
- receive praise and encouragement and grow in confidence
- be responsible for their own learning and behaviour
- understand the need for good personal relationships and healthy living
- have access to a full range of extended services including childcare, health and social care, lifelong learning and an out of hours programme of sports and arts activities
- be enabled to make a positive contribution to the community and the wider world

Staff and governors demonstrate our values and commitment to equality by:

- ensuring acceptable behaviour
- responding to incidents and complaints in a proactive way
- providing access to services, facilities and information
- recruiting and employing people fairly
- meeting specific needs

Our Equality Objectives 2024 - 25

Objective 1:
Through pupil progress meetings, monitor and analyse pupil achievement by ethnicity, gender and SEND acting on any trends or patterns in the data which may lead to additional support for pupils.

Action to be taken:

- Analysis of attainment data by protected characteristics at a whole school level, through focussed SLT and Governor meetings.

- Teachers and TAs monitor their own classes for any trends and characteristics which may be emerging, responding accordingly,

- Support put in place where evidence suggests it is necessary, communicating progress with parents and carers and how to support their child's learning and development at home.

- Impact of interventions reviewed and adjusted where necessary.

Intended impact:
All children will achieve well and make good progress regardless of their gender, any disabilities, ethnicity, culture, nationality, their religious or non-religious affiliation or their sexual orientation.

Objective 2:
Monitor pupil behaviour incident data to ensure there are no patterns indicating disadvantage for children with protected characteristics, appropriate steps are taken to close any gaps.

Action to be taken:
At least termly monitoring of behaviour incidents by protected characteristics, with any patterns identified and actions formulated.

Liaison with parents where necessary to ensure support for pupils and to close any gaps.

Deliver whole-school training on Therapeutic Thinking approach to behaviour policy and rewrite whole-school policy for implementation in September 2024.

Intended impact:
Positive responses within our pupil happiness and well-being survey and parent questionnaire.

The theory behind the school's behaviour approach is fully understood at all levels and used consistently across all teams to ensure positive and impactful responses to behaviour across the school.

Objective 3:
As part of our whole curriculum review, to undertake a thorough curriculum audit to ensure knowledge, skills and role models reflect the diversity of society as well as the school community. Children will be supported as learners to develop pride in, and awareness of, their own and other people's identities e.g. family roots, culture, religious identity, diverse family make-up and other protected characteristics.

Action to be taken:
Curriculum Leaders and teams continue to take responsibility for the thorough review of learning, updating topics and curriculum content, to ensure a modern and diverse curriculum, which reflects life in 2023 and beyond.

Ongoing auditing throughout the planning process by curriculum leaders and teams to ensure that curriculum plans reflect the diversity of society as well as the school community.

Curriculum leaders and teams to audit resources to ensure that they support the curriculum plan, reflecting the diversity of society and are not stereotypical.

Plans updated and regularly reviewed to ensure an outstanding curriculum offer.

Intended impact:
Every member of our school community feels a sense of belonging, strong identity and pride in their own heritage and beliefs, whilst respecting those of others.

These objectives will be subject to ongoing review.